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Students

ATTENDANCE **5100**

AGE OF ENTRANCE **5111**

Children reaching the age of five (5) on or before January 1st of any year shall be eligible for kindergarten in the preceding September.

Children reaching the age of five (5) between January 2nd and February 28th may qualify for accelerated kindergarten admission entrance in the preceding September if they qualify as superior in the various aspects of readiness.

Kindergarten registration shall take place in the spring and the specific days for each school shall be announced in the school and in the newspapers.

Legal Reference: Connecticut General Statutes
10-15 Towns to maintain schools
10-15c Discrimination in public schools prohibited. School attendance by five-year olds, as amended by PA 97-247
10-76a through 10-76g re special education
10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) as amended by PA 98-243 and PA 00-157
10-186 Duties of local and regional boards of education re school attendance. Hearings. Amended by PA 96-26 An Act Concerning Graduation Requirements and Placement of Older Students

Appeals to state board. Establishment of hearing board
10-233a through 10-233f Inclusive re suspend, expel, removal of pupils
10-233c Suspension of pupils
10-233d Expulsion of pupils
10-261 Definitions
State Board of Education Regulations:
10-76a-1 General definitions (c) (d) (q) (t)
10-76d-7 Admission of student requiring special education (referral)
10-204a Required immunizations as amended by PA 98-24

Approved 8/27/04

Students

Attendance

REQUIRED AGES OF ATTENDANCE 5112

It is the legal responsibility of every parent or guardian of children of compulsory school age (five (5) to eighteen (18), twenty-one (21) years of age as outlined in statute) to ensure that regular, uninterrupted attendance at school and classes is maintained. A lack of consistent attendance can have an adverse effect on a student's academic achievement. Therefore, it is the policy of the Fairfield Board of Education to take appropriate legal action against a parent or guardian who fail to abide by the Connecticut Compulsory Attendance Law.

Legal Reference: Connecticut General Statutes
10-15 Towns to maintain schools
10-15c Discrimination in public schools prohibited. School attendance by five-year olds
10-76a through 10-76g re special education
10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) as amended by PA 98-243 and PA 00-157
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10-233d Expulsion of pupils
State Board of Education Regulations:

10-76a-1 General definitions (c) (d) (q) (t)

Approved 8/27/04

Students

Attendance

SPECIAL EDUCATION 5113

In compliance with the regulations concerning children requiring special education in the Connecticut General Statutes, the Fairfield Board of Education shall provide appropriate education for identified special education students between the ages of three (3) and until they graduate, or for the duration of the school year in which the student becomes twenty-one (21). Unless otherwise specified in a child's Individualized Education Program (IEP), the minimum day and year for a child requiring special education and related services shall be the same as that for a child in the regular education program.

Legal Reference: Connecticut General Statutes
10-15 Towns to maintain schools
10-15c Discrimination in public schools prohibited. School attendance by five-year olds
10-76a through 10-76g re special education
10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) as amended by PA 98-243 and PA 00-157
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10-233d Expulsion of pupils
State Board of Education Regulations:
10-76a-1 General definitions (c) (d) (q) (t)

Approved 8/27/04

Students

Attendance

REGULARITY OF ATTENDANCE 5114

Regular, uninterrupted attendance at school and/or class is essential to successful learning. In accordance with Connecticut General Statutes, the Board may appoint one (1) or more persons, who shall be authorized to prosecute for violations of the laws relating to attendance of children and their employment. All warrants issued upon such prosecutions shall be returnable before any court having jurisdiction

Legal Reference: Connecticut General Statutes
10-184 Duties of parents (as amended by PA 98-243 and PA 00-157)
10-185 Penalty
10-199 through 10-202 Attendance, truancy-in general

Approved 8/27/04

Students

Attendance

DISMISSAL OF STUDENTS 5115

No child shall be dismissed prior to the regular school dismissal time to anyone other than his parent or guardian except in the case of a specific request from the parent or guardian asking that the child be dismissed to such designated person.

Approved 8/27/04

Board of Education
Students Policy Guide

Attendance

ADMINISTRATIVE REGULATIONS ON
DISMISSAL OF STUDENTS 5115AR

Dismissal of Student Protocols

No child shall be dismissed prior to the regular school dismissal time to anyone other than his/her parent or guardian except in the case of a specific request from the parent or guardian asking that the child be dismissed to such designated person.

No child shall be removed from class except for:

- school activities or meetings.
- emergencies
    - to speak and/or meet with a parent or guardian.
    - to speak and/or meet with an emergency contact listed on that student's emergency card.
    - to respond to an open investigation by DCF (Department of Children and Families).

If for any reason one of the above protocols is not followed, the parent or guardian of the student shall be notified immediately. Upon consultation with the parent or guardian, the matter may be escalated further to involve the police and Central Office.

8/28/2006
Revised 1/29/2007

Students

Attendance

HIGH SCHOOL ATTENDANCE 5116

The purpose of this policy is to encourage school and/or class attendance in order to have students maximize their educational opportunities. Regular, uninterrupted attendance at school and/or class is essential to successful learning.

Students enrolled in a Fairfield high school who exceed the permitted number of unexcused absences from school or class may lose credit for that class or classes, as specified in the Administrative Regulations on Attendance (5116AR).

Approved 8/27/04

Students

Attendance

ADMINISTRATIVE REGULATIONS ON HIGH SCHOOL ATTENDANCE 5116AR

The current Administrative Regulations on High School Attendance are presently undergoing revision. Upon their completion, they will be promptly distributed.

Students

Attendance

EXCUSED ABSENCES 5117

Principals and teachers shall continually emphasize that students should not be taken out of school unless absolutely necessary. The idea that a student should attend school must be a priority for the student and his parent or guardian.

Students are to be excused from school upon written notification from the parent or guardian for any religious holidays not already observed in the school calendar. Students will be allowed to make up tests, quizzes, or any other assigned class work / homework, and students will not be deprived of any awards.

Appointments for dental and medical services should be made outside of school time whenever possible. In cases where an appointment during school hours is unavoidable, the parent or guardian will provide advance notification whenever possible.
Approved 8/27/04

Students

Attendance

TRUANCY **5118**

In accordance with Connecticut General Statutes, it is the policy of the Fairfield Public Schools to define a truant in the following manner:

A **truant** is a child aged five (5) to eighteen (18) inclusive who has four (4) unexcused absences in one (1) month or ten (10) unexcused absences in one (1) year.

Upon the determination that a child ages five (5) to eighteen (18) inclusive is a truant, the building administrator or designee will hold a meeting within ten (10) days with the parent or guardian of the child who is truant. Reasons for the truancy will be reviewed and evaluated including referral to the building Planning and Placement Team to determine whether or not an educational evaluation is appropriate. School services will be coordinated with referrals of the child to community agencies providing child and family services, as appropriate. The Superintendent may file a complaint pursuant to Connecticut General Statutes in the Superior Court, Juvenile Matters regarding the child's truancy alleging the belief that the acts or omissions of the child are such that his family is a family with service needs, if the parent or guardian fails to attend the required meeting with appropriate school personnel to evaluate why the child is truant or fails to cooperate with the school in trying to solve the truancy problem.

At the beginning of each school year and upon any enrollment during the year the building administrator or designee shall obtain from the parent or guardian of each child ages five (5) to eighteen (18) inclusive a telephone number or other means of contacting such parent or guardian during the school day. Provision will be made that, whenever a child ages five (5) to eighteen (18) inclusive fails to report to school on a regularly scheduled day and no indication has been given by the child's parent or guardian of their awareness of the child's absence, school personnel or volunteers under the direction of school personnel will make a reasonable effort to notify the parent or guardian by telephone.

Parents or guardians of children, ages five (5) to eighteen (18) inclusive, in the Fairfield Public Schools will be notified annually in writing of their obligation to cause their child to go to school.

Students

Attendance

TRUANCY (continued) **5118**

Legal Reference: Connecticut General Statutes
10-184 Duties of parents (as amended by PA 98-243 and PA 00-157)
10-198a Policies and procedures concerning truants (as amended by PA 00-157)

10-199 through 10-202 Attendance, truancy in general (Revised, 1995, PA 95-304)
10-202e through 10-202f Policy on dropout prevention and grant program
10-221b Board of education to prescribe rules. *Campbell v. New Milford*, 193 Conn 93 (1984)

Approved 8/27/04

Students

Attendance

ADMINISTRATIVE REGULATIONS ON TRUANCY 5118AR

For absences of ten (10) consecutive school days or ten (10) school days within a calendar month, a written note from a medical professional stating the reason for the absence is required.

Failure to provide a written note from a medical professional containing the reason for the absence within five (5) school days from the date of the student's return will cause the absences to be designated as unexcused.

Unexcused absences totaling four (4) in one (1) month or ten (10) in one (1) year will cause the student to be declared a truant.

Policy 5118 Truancy specifies the actions to be taken once a child has been declared a truant.

8/27/04

Students

Attendance

SUSPENSION AND EXPULSION
5119

Internal or external suspension and expulsion of students from the Fairfield Public Schools shall be in

accordance with Connecticut General Statutes 10-233d, An Act Concerning Exclusion from School for Disciplinary Purposes. No student shall be expelled without a formal hearing according to Connecticut General Statutes.

Legal Reference: Connecticut General Statutes
4-176e through 4-180a Contested cases. Notice. Record
10-233a through 10-233f Suspension, removal and expulsion of students (as amended by PA 95-304, PA 96-244, and PA 98-139)
53a-3 Definitions
53a-217b Possession of firearms and deadly weapons on school grounds
PA 94-221 An Act Concerning School Discipline and Safety
GOALS 2000: Educate America Act, PL 103-227
18 USC 921 Definitions
Title III - Amendments to the Individuals with Disabilities Education Act
Sec. 314 Local Control Over Violence
Elementary and Secondary Act of 1965 (as amended by the Gun Free Schools Act of 1994)
PL 105-17 The Individuals with Disabilities Act, Amendment of 1997
Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education

Approved 8/27/04

Students

Attendance

EXPULSION 5120

It is the duty and obligation of school personnel to maintain a safe and orderly environment in order for learning to take place. In that regard:

- School personnel will report to administrators all information regarding students who may be in possession of and/or involved in the sale of weapons, facsimiles of weapons, drugs, or alcohol.

- Administrators will vigorously pursue all information regarding students who may be in possession of and/or involved in the sale of weapons, facsimiles of weapons, drugs, and alcohol.

- A principal may recommend to the Superintendent of Schools that a student be expelled from school for conduct which endangers persons or property, which is seriously disruptive of the

educational process, or which violates a policy of the Board of Education. A principal may recommend to the Superintendent of Schools that a student be expelled from school for conduct that (1) takes place in school or on school grounds or (2) off school grounds, whether or not during the school day, which is seriously disruptive of the education process, threatens the welfare of the persons who work or study at school, or which violates a policy of the Board of Education. The list of offenses are examples, and are not meant to be an exhaustive list.

§ sale of illegal substances (drugs, alcohol, etc.)
§ repeated possession of drugs or alcohol
§ repeated acts of violence or threats of violence
§ other criminal activity, which takes place in the school, on school grounds, or at school-sponsored activities
§ possession and/or sale of a firearm, deadly weapon, a dangerous instrument or facsimiles of weapons*

*Expulsion proceedings must be initiated whenever there is reason to believe that a pupil was in possession of a firearm, deadly weapon, or a dangerous instrument in school, on school grounds, or at a school-sponsored activity.

Students

Attendance

EXPULSION (continued) **5120**

Legal Reference: Connecticut General Statutes
4-176e through 4-180a Contested cases. Notice. Record
10-233a through 10-233f Suspension, removal and expulsion of students (as amended by PA 95-304, PA 96-244, and PA 98-139)
53a-3 Definitions
53a-217b Possession of firearms and deadly weapons on school grounds
PA 94-221 An Act Concerning School Discipline and Safety
GOALS 2000: Educate America Act, PL 103-227
18 U.S.C. 921 Definitions
Title III - Amendments to the Individuals with Disabilities Education Act
Sec. 314 Local Control Over Violence
Elementary and Secondary Act of 1965 (as amended by the Gun Free Schools Act of 1994)
PL 105-17 The Individuals with Disabilities Act, Amendment of 1997
Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education

Approved 8/27/04

Students

Attendance

ATTENDANCE RECORDS 5121

The professional staff of each school shall keep an attendance record of students in their charge.

Approved 8/27/04

Board of Education
Policy Guide

Students

Attendance

ADMINISTRATIVE REGULATIONS ON
ATTENDANCE RECORDS 5121AR

Attendance Records Access

ACCESS TO STUDENT RECORDS SHALL ONLY BE ALLOWED PER POLICY #5121 – STUDENT RECORDS.

If for any reason unauthorized access is given to a student's attendance records, the parent or guardian of the student shall be notified immediately. Upon consultation with the parent or guardian, the matter may be escalated further to involve the police and Central Office.

8/28/2006
Revised 1/29/2007

Students

Attendance

SCHOOL CENSUS 5122

In accordance with Connecticut General Statutes, the Board of Education shall annually determine by age the number of children of compulsory school age who reside within the jurisdiction of the school district as of January 1st of each year. Such determination shall be made by any reasonable means of accounting approved by the Commissioner of Education.

The Superintendent or designee shall present to the Board a copy of such data.

These census figures and projections from the Town Planning and Zoning Commission shall be the basis for school planning.

Legal Reference: Connecticut General Statutes 10-249 Enumeration of children of compulsory school age in school districts and by state departments having jurisdiction over such children

Approved 8/27/04

Students

Attendance

ASSIGNMENTS OF STUDENTS TO SCHOOLS 5123

Each public school student shall be assigned to attend a school based on attendance areas designated by the Board of Education. The student's assigned school will be one of the following:

- a geographically zoned school determined by the residence of the student's parent or guardian; or
- in the case of an emancipated minor (18 years of age and living independently), a geographically zoned school determined by the residence of the student.

The Board shall designate the boundaries of geographic zones controlling school assignments, and also the feeder pattern controlling assignments to the middle and high schools, based on the recommendations of the Superintendent.

Legal Reference: Connecticut General Statutes:

10-55 Pupils to attend regional school
10-226a Pupils of racial minorities
10-226b Existence of racial imbalance
10-226c Plan to correct imbalance
10-226d Approval of plan by state board

Approved 8/27/04

Students

Attendance

TRANSFERS WITHIN FAIRFIELD 5124

Once residency has been established in accordance with State law, students shall attend the school designated for that residence. Attendance areas are established by the Board of Education.

A student may be granted out-of-district placement by the Superintendent or designee if space and program are available and for a specific demonstrable need. The Superintendent's decision shall be made in the best interest of the school district.

In the interest of the student, the Board anticipates maintaining an out-of-district placement for the duration of the school level in which said placement is initially granted (elementary school, middle school, high school). However, a parent or guardian shall not accept an out-of-district placement without the full understanding that such placements may be subject to an annual review by the Superintendent or designee in the best interest of the school district.

In the event a family moves within Fairfield, the following exceptions may be requested:

- Continuing the student's attendance for the balance of the school year in the school in which the student began the year.

- If the move occurs at the end of grade four (4), grade seven (7), or grade eleven (11), completing grade five (5), grade eight (8), or grade twelve (12), respectively in the school the student had been attending with the requirement that the student will follow the middle school or high school assignment designated for the residence.

- Attending the school designated for a residence being acquired or built, if the parent or guardian has firm plans to purchase or build elsewhere within Fairfield (proof is required).

Transportation of out-of-district students must be provided to and from the alternate school by the parents or guardians.

In the event of redistricting, the Board may consider modifications to this policy to accommodate circumstances created by the redistricting plan.

Approved 8/27/04
Revised 10/25/05

Students

Attendance

ADMINISTRATIVE REGULATIONS ON TRANSFERS WITHIN FAIRFIELD **5124AR**

Definitions and Conditions

Out-of-District Placement is a request by a parent or legal guardian who is a Fairfield resident for a child to attend a school other than the one in the district of his residence, not to include participation in education option programs such as Magnet Schools, the Trumbull Agriscience Center, the Bridgeport Regional Vocational Aquaculture School, or the Regional Center for the Arts School.

Legal Guardian is defined by a legal document recognized by a court transferring responsibility from the parent to someone other than the parent.

Out-of-District Committee, in the initial out-of-district process, shall be comprised of the sending and receiving principals and the designee of the Superintendent.

8/27/04

Students

Attendance

SCHOOL ACCOMMODATIONS TO RESIDENT AND **5125**

NON-RESIDENT CHILDREN IN THE FAIRFIELD PUBLIC SCHOOLS

Resident Students

Children who are residents of Fairfield shall be entitled to school accommodations provided by the Fairfield Board of Education without payment of tuition. Children shall be deemed residents of Fairfield if they permanently reside with their parents or a parent (and/or legal guardian(s)) in Fairfield.

In order to determine whether a child's residence in Fairfield is "permanent," the following factors, as well as any other relevant facts, may be considered:

1. Where the majority of the student's clothing and personal possessions are located;
2. The address listed on the student's driver's license;
3. The town of issue of the student's library card;
4. The location of the child's place of worship;
5. The location of club affiliations, e.g. cub scouts, girl scouts, etc.;
6. The residence of the child's immediate family;
7. Where the student spends substantial time when school is not in session;
8. The age and emancipation status of the child; and
9. The number of days that the child is actually in residence in the district.

Note that neither any single factor nor combination of factors guarantees a finding of residency.

Children of Non-Resident Parents

Children who are living in the Fairfield school district with relatives and/or non-relatives and whose parents are not Fairfield residents may be entitled to school accommodations provided by the Fairfield Public Schools without payment of tuition. However, pursuant to Conn. Gen. Stat. 10-253(d), the child's residence in Fairfield must meet the following conditions:

A. The child's residence in Fairfield must be permanent;
B. The child's residence in Fairfield must be provided by the Fairfield resident without payment or compensation; and
C. The child's residence in Fairfield must not be for the sole purpose of receiving an education in the Fairfield Public Schools.

In order to determine whether the residence is being provided "without payment or compensation," the Board may consider the following factors, in addition to any other relevant facts:

1. Payment does not include the maintenance by a parent of his or her child on a health insurance policy;
2. Payment does not include claiming the child as a dependent for income tax purposes by his or her parent;

3. Payment does not include child support payments pursuant to a court order; and
4. Payment shall include any monetary remuneration from a parent or legal guardian for the support of a child either to the relative or non-relative or to the child. It shall not include gifts to the child for purposes other than support.

The Board of Education may require documentation from the parent* that the residence is to be permanent, provided without payment or compensation and not for the sole purpose of obtaining school accommodations provided by the Fairfield Public Schools. Such documentation may include affidavits as provided by law, provided that prior to any request for documentation of a child's residency from the child's parent* the Board of Education shall provide the parent* with a written statement specifying the basis upon which the Board has reason to believe that such child, emancipated minor or pupil 18 years of age or older is not entitled to school accommodations.

* For the purpose of the above paragraph, "parent" includes guardian, relative or non-relative, emancipated minor or pupil 18 years of age or older, as applicable.

The determination of whether a student qualifies for accommodations provided by the Fairfield Public Schools shall be determined based on the factual circumstances of each case.

Former Students

Regularly enrolled children of families who have moved out of the school district and who have completed the first semester may complete the school year without tuition. No transportation shall be provided to former students continuing to attend the Fairfield Public Schools under these circumstances.

Students Moving to Fairfield

Families planning to move to Fairfield during any semester may enter their children in the public schools prior to moving and no tuition shall be charged. If the family is not residing in Fairfield on or before the last day of said semester, the Board of Education may assess tuition pursuant to the section of this policy titled "Denial of Accommodations."

Denial of Accommodations

If the Administration determines that any student is not a resident of Fairfield or that the student is otherwise not entitled to accommodations provided by the Fairfield Public Schools, it shall so notify that student and/or the student's parent(s) and/or legal guardian.

Any child, parent, or guardian may request a hearing before the Board of Education in accordance with Conn. Gen. Stat. 10-186 if they believe they have been denied accommodations by the Fairfield Public Schools.

In the event it is determined that a child is not legally entitled to be provided school accommodations by the Fairfield Board of Education without payment of tuition, the Fairfield Board of Education may, pursuant to Connecticut General Statute 10-186, assess the child's parent or guardian for tuition for that period of time that the child was not legally entitled to attend Fairfield Public School and may seek civil remedies to collect any unpaid assessments of tuition.

Legal References:

Conn. Gen. Stat. § 10-186
Conn. Gen. Stat. § 10-253(d)
Connecticut State Department of Education Guidelines for Residency Requirements

First read: May 24, 2005, revised - July 19, 2005
Policy adopted as amended: July 19, 2005

Students

Attendance

HOMELESS STUDENTS 5126

The Board shall make efforts to identify homeless children within the district, encourage their enrollment, and eliminate barriers to their education in compliance with all applicable federal and state laws.

Further, it is the policy of the Board of Education that no child or youth shall be discriminated against or stigmatized in this school district because of homelessness. Homeless students, as defined by federal and state statutes, residing within the district or residing in temporary shelters in the district are entitled to free school privileges.

Homeless students within the district remain the district's responsibility to provide continued educational services. Such services for the child may be:

- continued in the school ("school of origin") that the student attended when permanently housed or the school of last enrollment; or
- provided in the school that is attended by other students living in the same attendance area where the homeless child lives.

To the extent feasible, a homeless child will be kept in the school of origin, unless it is against the wishes of the parent or guardian.

Homeless children shall be provided educational services that are comparable to those provided to other students enrolled in the district, including but not limited to, Title I, transportation services, compensatory educational programs, gifted and talented, special education, ESL, health services, and food and nutrition programs.

The Superintendent of Schools or designee shall refer identified homeless children under the age of eighteen (18) who may reside within the school district, unless such children are emancipated minors, to the Connecticut Department of Children and Families.

The district administration shall attempt to remove existing barriers to school attendance by homeless emancipated minors and youth eighteen (18) years of age:

- The selected school for the homeless child shall enroll the child, even in the absence of records normally required for enrollment. The last school enrolled shall be contacted to obtain records.

Students

Attendance

HOMELESS STUDENTS (continued) 5126

- Other enrollment requirements that may constitute a barrier to the education of the homeless child or youth may be waived at the discretion of the Superintendent or designee. If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize other reasonable means to determine the appropriate grade level for the child.

- Fees and charges, which may present a barrier to the enrollment or transfer of a homeless child or youth, may be waived at the discretion of the Superintendent or designee.

- Transportation services must be comparable to those provided other students in the selected school. Transportation shall be provided to the student's school of origin in compliance with federal and state regulations.

- Official school records, policies, and regulations shall be waived at the discretion of the Superintendent or designee in compliance with federal statutes.

- The district shall make a reasonable effort to locate immunization records from information

available. The district's liaison shall assist the parent or guardian in obtaining the necessary immunizations and records. The district shall arrange for students to receive immunizations through health agencies and at district expense if no other recourse is available. Immunizations may, however, be waived for homeless youth only in accordance with the provisions of Board of Education Policy 5512 Immunizations.

- Other barriers to school attendance by homeless children or youth may be waived at the discretion of the Superintendent of Schools or designee.

The district's educational liaison for homeless children the Director of Special Education and Special Programs.

Students residing in a temporary shelter are entitled to free school privileges from the district in which the shelter is located or from the school district where they would otherwise reside if not for the placement in the temporary shelter. The district in which the temporary shelter is located shall notify the district where the student would otherwise be attending. The district so notified may choose to either:

- continue to provide educational services, including transportation between the temporary shelter and the school in the home district; or
- pay tuition to the district in which the temporary shelter is located.

Students

Attendance

HOMELESS STUDENTS (continued) 5126

The Superintendent or designee shall ensure compliance with applicable statutes in the implementation of this policy.

Legal Reference: Connecticut General Statutes
10-253(e) School privileges for children in certain placements, nonresident children and children in temporary shelters
17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surrounding without court order
17a-102 Report of danger or abuse
17a-103 Reports by others
17a-106 Cooperation in relation to prevention, identification, and treatment of child abuse and neglect
46b-120 Definitions

McKinney-Vento Homeless Assistance Act (PL 107-110, Section 1032

CREF 6545

Approved 8/27/04

Students

Attendance

MIGRANT STUDENTS 5127

The Superintendent or designee shall develop and implement a program to address the needs of migrant children in the district.

This program will include a means to:

- Identify migrant students and assess their educational and related health and social needs.
- Provide enrollment for migrant students based on their residence.
- Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, and elective classes.
- Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
- Provide advocacy and outreach programs to migrant children and their families and professional development for district staff.
- Provide the parent or guardian an opportunity for meaningful participation in the program.

Education Program for Parent or Guardian of Migrant Students

Parents or guardians of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the program for their children.

Parents or guardians of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Legal Reference: No Child Left Behind Act of 2001, §1301 et seq., 20 USC §6391 et seq., 34 CFR §200.40-200.45

CREF 6550

Approved 8/27/04

Students **5131**

Conduct

Video Surveillance

The Board authorizes the use of video cameras on district property and school transportation vehicles to ensure the health, welfare and safety of all staff, students and visitors to district property, and to safeguard district facilities and equipment. The use of video cameras in school locker rooms or bathrooms is prohibited. Video cameras may be used in other school or district locations as deemed appropriate by the Superintendent.

The district shall notify staff and students through student/parent and staff handbooks that video surveillance may occur on district property and/or school transportation vehicles.

Video recordings establishing a violation of Board policies, administrative regulations, building rules or law may be used to support appropriate disciplinary action or may be provided to law enforcement agencies even in the case of individuals who are not students or staff.

Video recordings may become a part of a student's educational record or a staff member's personnel record. The district shall comply with all applicable state and federal laws related to record maintenance and retention.

Legal Reference: Connecticut General Statutes

Title I – Amendments to the Individuals with Disabilities Act. (PL 105-17)

Family Educational Rights and Privacy Act, sec 438, 20 U.S.C. sec. 1232g (1988).

First read: May 23, 2005

Policy adopted as amended: June 28, 2005

Students

Use of Physical Force

SECLUSION AND RESTRAINT OF PERSONS WITH DISABILITIES WHO ARE "PERSONS AT RISK"AS DEFINED BY STATE LAW IN THE FAIRFIELD PUBLIC SCHOOLS 5144.1

It is the intent of the Fairfield Public Schools to comply fully with all relevant laws and regulations pertaining to the use of seclusion and restraint of persons with disabilities who are "persons at risk" as defined by state law (as set forth in the Administrative Regulations). The following sets forth the policy of the Fairfield Public Schools with respect to the use of seclusion and restraint of persons at risk. Personnel charged with implementation of this policy must complete training in Physical Management Techniques (PMT) approved by the Fairfield Public Schools and must comply with this policy at all times. Failure to comply with this policy may result in disciplinary action up to and including termination of employment or contracts with the Fairfield Public Schools.

I. Seclusion

No provider or assistant provider may involuntarily place a person at risk in seclusion except (1) as an emergency intervention to prevent immediate or imminent injury to the person or others, provided the seclusion is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative, or (2) as specifically provided for in the student's IEP and if other less restrictive, positive behavior interventions appropriate to the behavior exhibited by the person at risk have been implemented but were ineffective (10-76b-8 (a)).

Examples of behaviors that may lead to seclusion may include, but are not limited to the following: (1) physical aggression, (2) damaging property, (3) possession of dangerous items or substances, (4) serious verbal or physical threats, (5) unauthorized departure from the classroom or building. Less restrictive alternatives must be considered prior to use of the seclusion procedure.

If the Planning and Placement Team (PPT) of a person at risk determines based on a functional assessment of behavior (FBA) and other relevant information that use of seclusion is an appropriate behavioral intervention strategy, the PPT shall include this information in the IEP of the person at risk and specify the location of seclusion, the maximum length of any period of seclusion, the number of times during a single day that the person at risk may be placed in seclusion, the frequency of monitoring required and any other relevant matter agreed to by the PPT taking into consideration age, disability and behaviors that might subject the person at risk to the use of seclusion. (10-76-b-8(b)) If the parent disagrees with the use of seclusion in the IEP, the parent's remedy is to file for due process.

The continued use of seclusion in the child's IEP as a behavioral intervention strategy must be reviewed on at least an annual basis. When the use of seclusion as a behavior intervention is repeated more than two times in any school quarter, the PPT shall convene to review use of seclusion as a behavior intervention and may consider
additional evaluations or assessment to address the person at risk's behaviors and may revise the IEP as appropriate. (10-76b-8(e))

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SECLUSION AND RESTRAINT OF PERSONS WITH DISABILITIES WHO ARE "PERSONS AT RISK"AS DEFINED BY STATE LAW IN THE FAIRFIELD PUBLIC SCHOOLS (Continued) **5144.1**

A child may not be placed in seclusion if the child has any known medical condition that a licensed health care provider has indicated will de directly and adversely impacted by the use of seclusion. The health care provider must submit to the district a written statement which shall be included in the child's educational record.

A person at risk in seclusion shall be monitored as described in the child's IEP by a provider or assistant specifically trained in physical management, physical restraint and seclusion procedures including but not limited to , training to recognize health and safety issues for children placed in seclusion to ensure safe use of seclusion as a behavior intervention (10-76b-8(g))

Any room used for seclusion must be sized for the chronological and developmental age, size and behavior of the child, with a ceiling height comparable to the ceiling height of other rooms in the building in which it is located and shall be equipped with heating, cooling, ventilation and lighting systems that are comparable to the systems in use in the other rooms of the building in which it is located. The room shall be free of any object that poses a danger to the child. Any lock used on the door must be equipped with a device that automatically disengages the lock in case of emergency. Any latching or securing of the door, whether by mechanical means or by a provider or assistant holding the door in place to prevent the child from leaving the room, must be able to be removed or disengaged automatically in the case of any emergency. An emergency for these purposes includes but is not limited to the need to provide direct and immediate medical attention to the child, fire, the need to remove the child to a safe location during a building lockdown and other critical situations that may require immediate removal of the child to a safe location. An unbreakable observation window shall be location in a wall or door to permit frequent visual monitoring of the child in the room.

Seclusion may be accomplished with either an "open door" or "closed door", but in either case, the student is physically prevented from leaving the assigned area until behavioral control is restored. If a

student's behavior warrants seclusion, the student is either directed or escorted to the seclusion area. If the student refuses to comply with the direction to proceed to the seclusion area, the provider or assistant provider will provide a verbal warning of the consequences (physical escort) of non-compliance. If the student continues to be non-compliant, the student may be physically escorted by a provider or assistant provider.

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SECLUSION AND RESTRAINT OF PERSONS WITH DISABILITIES WHO ARE "PERSONS AT RISK"AS DEFINED BY STATE LAW IN THE FAIRFIELD PUBLIC SCHOOLS (continued) **5144.1**

II. Physical Restraint

No provider of care, education or supervision of a person at risk and no assistant provider may use a life-threatening physical restraint on a person at risk. No provider or assistant provider may use involuntary physical restraint on a person at risk except as an emergency intervention to prevent immediate or imminent injury to the person at risk or others, provided the restraint is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative. All less restrictive alternatives will be considered and/or explored as appropriate prior to the application of physical restraint. Only providers or assistant providers who have been trained in PMT techniques and physical management, physical restraint and seclusion procedures (10-76b-10) at a course of training approved by the Fairfield Public Schools are permitted to use physical restraint.

III. Use of Psychopharmacologic Agents

No provider or assistant provider may use a psychopharmacologic agent on a person at risk without the person's consent except (1) as an emergency intervention to prevent immediate or imminent injury to the person or to others, or (2) as an integral part of the person's established medical or behavioral support or educational plan or as part of a licensed practitioner's orders. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.

Only a school nurse is permitted to administer psychopharmacologic medication to students, and only in compliance with the prescription orders of a licensed physician. Records of all medication administration shall be maintained by the school nurse in accordance with the usual requirements for same.

IV. Parent Notification

Each instance of use of physical restraint or seclusion to prevent immediate or imminent injury to the person or others must be reported to the parent or legal guardian of the student within twenty-four (24) hours following the incident. A provider should place a telephone call to the parent or guardian at the numbers provided on the emergency contact form for the student. . Such notification shall be by phone, email or other method which may include sending a note home with child. The parent of such child, regardless of whether he or she received such notification, shall be sent a copy of the incident report no later than two business days after the emergency use of physical restraint or seclusion. (10-76b-9)

Where seclusion is included in the child's IEP, the PPT and the parents must determine a mutually agreeable timeframe and manner of notification of each incident of seclusion.

At the initial planning and placement team (PPT) meeting for a student who is a "person at risk", the school shall inform the parent, guardian, surrogate parent or student (if over the age of 18 years and guardianship has not been transferred) of the laws relating to physical restraint and seclusion and the rights of such parent, guardian, surrogate parent or student under the laws and regulations adopted by the State Board of Education relating to physical restraint and seclusion (once available).

V. Retention of Records and Notification to the State Department of Education

As indicated above, detailed records shall be maintained of each instance of physical restraint or seclusion of a student who is a "person at risk" and such records shall be maintained in the student's educational record for future reference. At such time as the State Department of Education provides a form for the use of school districts in collecting this information, such form shall be used for this

purpose. Such reports shall be completed no later than the school day following the incident. Parents and legal guardians and eligible students are entitled to examine and/or obtain copies of such records upon request, in accordance with Board policies concerning retention and destruction of educational records.

Records of instances of physical restraint and seclusion for all students in the district shall be compiled in a format designated by the State Department of Education for future review and examination on an annual basis, should the State Department of Education choose to review such records.

In the event that any instance of seclusion or physical restraint results in physical injury to a student who is a "person at risk", such instance shall be reported to the State Department of Education. Staff should be aware that the State Department of Education will report any instance of serious physical injury or death resulting from physical restraint or seclusion to the Office of Protection and Advocacy for Persons with Disabilities and to the Office of the Child Advocate.

Legal References:

Conn. Gen. Stat. § 46a-150, § 46a-151, § 46a-152, § 46a-153, § 46a-154
Conn. Gen. Stat. § 10-76b, § 10-76d
Public Act 07-147
Proposed Regulations of Connecticut State Agencies § 10-76b-5 to § 10-76b-11

Approved on 08/04/2009

Students

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ADMINISTRATIVE REGULATIONS ON SECLUSION AND RESTRAINT OF PERSONS WITH DISABILITIES WHO ARE "PERSONS AT RISK" AS DEFINED BY STATE LAW IN THE FAIRFIELD PUBLIC SCHOOLS 5144.1 AR

A minimum of three (3) staff members from each building will be trained (certified and/or recertified) in Physical Management Techniques each school year. A list of all trained staff will be maintained by the Department of Special Education and a building list will be provided to each building administrator annually.

Definitions:

I. Definitions

(a) "Person at risk": For purposes of this policy, a "person at risk" is a child requiring special education pursuant to the Individuals with Disabilities Education Act and related state laws, or a child who is being evaluated for eligibility for special education services and is awaiting a determination regarding eligibility (referenced herein also as "student").

(b) "Provider": A "provider" is a staff person, either certified or non-certified, who provides direct care, education or supervision of a person at risk.

(c) "Assistant provider": An "assistant provider" is a staff person, either certified or non-certified, who is assigned to provide, or who may be called upon in an emergency to provide, assistance or security to a provider of care, education or supervision of a person at risk.

(d) "Life threatening physical restraint": Means any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or other means. Chest compressions provided in an emergency for the purpose of cardio-pulmonary resuscitation are not life threatening physical restraint.

(e) "Physical restraint": Means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head. The term does not include (1) Briefly holding a person in order to calm or comfort the person; (2) restraint involving the minimum contact necessary to safely escort a person from one area to another; (3) medical devices, including but not limited to supports prescribed by a health care provider to achieve proper body position or balance; (4) helmets or other protective gear used to protect a person from injuries due to a fall; or (5) helmets, mitts, and similar devices used to prevent self injury when the device is part of a documented individualized education program (IEP) and is the

least restrictive means available to prevent such self-injury.

(f) "Psychopharmacological agent": Means any medication that affects the central nervous system, influencing thinking, emotion, or behavior.

(g) "Seclusion": Means the confinement of a person in a room, whether alone or with staff supervision, in a manner that prevents the person from leaving. Seclusion does not include disciplinary detention or in-school suspension.

Seclusion:

The following Procedures for Seclusion apply unless superseded by the student's BIP or IEP:

(1) Upon the student's arrival in the seclusion area, the door should be left open and a timer is placed outside the door designating the number of minutes that the student must exhibit acceptable behavior in seclusion before being allowed to return to regularly scheduled activities (usually 5 to 10 minutes). The door to the seclusion area will remain open unless the student exhibits behavior that presents a danger to himself/herself on the way to the seclusion area, or upon arrival or once in the seclusion space, or the student's behaviors become loud and disruptive such that they interfere with nearby instruction.

(2) A provider or assistant provider will remain outside the open door and refrain from conversation with the student. In the event that the student attempts to leave the area prior to the completion of the seclusion period, the provider or assistant provider will attempt to issue a verbal warning to remind the student of the consequences of non-compliance. If this is not possible, the provider or assistant provider will physically block the student's departure from the seclusion area using

appropriate PMT strategies. If physical restraint is applied to the student to prevent the student from leaving the seclusion area, procedures applicable to physical restraint must be applied.

(3) If the door must be closed, the supervising staff member must remain outside the door, holding the latch in the lock position (if applicable) and watching the student. Line of sight supervision must be maintained at all times. In no event may seclusion be extended for more than a total of sixty (60) minutes, unless emergency personnel have been summoned and the student is awaiting transport to an emergency facility and continuing to present dangerous behaviors, or upon written authorization of the building principal or designee.

(4) While in the seclusion area, the student must refrain from any inappropriate behavior, including but not limited to (a) cursing, (b) yelling, (c) banging on the floor, walls or door of the seclusion space, or (d) threatening.

(5) In the event that the student engages in any inappropriate behavior during the seclusion period, the timer is stopped and is restarted only when the student has ceased to engage in the target behaviors. If the student does not cease to engage in the target behaviors upon verbal redirection, and if the student's behavior is potentially harmful to self or others or to property, the provider or assistant provider may use appropriate PMT techniques to assist the student in regaining control. If physical restraints are applied, procedures applicable to the use of physical restraint must be followed.

(6) The provider or assistant provider will remain in line of sight of the student at all times and will maintain data on the student's behavior while in seclusion. The provider or assistant provider shall record an evaluation taken at a

minimum of five (5) minute increments, of any indications of physical distress on the part of the student placed in seclusion. A record of the seclusion and behavior during seclusion shall be maintained on the appropriate district form, which shall include the nature of the emergency or provision of the student's IEP that necessitated the use of seclusion. The record shall include the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising (if there were any indications that the emergency was likely to arise), and a detailed description of the nature of the restraint or seclusion, its duration and effect on the student's established medical or behavioral support or educational plan.

(7) The student will be permitted to leave the seclusion area upon completion of the seclusion period, which will be determined by (a) the student's IEP, or (b) five (5) to ten (10) minutes of quiet and appropriate behavior, during which the provider or assistant provider judges that the student has regained sufficient composure to be released to the educational environment (10-76b-7(d)).

(8) Upon completion of the seclusion period, the student will be given a brief explanation of why the seclusion period has ended (e.g., you have been sitting quietly for 5 minutes) and permitted to return to regularly scheduled activities or assigned to another designated space.

(9) If the student has engaged in any behavior during seclusion that was dangerous to his/her physical safety or the safety or others, the student shall be examined by the school nurse or other qualified medical personnel before proceeding to the next activity or location. If the use of seclusion results in physical injury to the student, such instance of physical injury must be reported to the State Department of Education.

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(10) Each instance of seclusion shall be reported to the Director of Special Education and to the parent or legal guardian of the student within twenty-four (24) hours following the incident resulting in seclusion. An incident report will be provided to parents within two business days.

Physical Restraint:

The following Procedures for Physical Restraint shall apply unless superseded by individualized procedures applicable to an individual student:

(1) A provider or assistant provider will be called to respond to the situation requiring PMT intervention.

(2) The school nurse will be called to the site to monitor the physical condition of the student being restrained.

(3) Physical restraint will be applied in the least restrictive manner appropriate to gain behavioral control of the student, using the least amount of force needed, and for the least amount of time necessary.

(4) Physical restraint shall be terminated when the provider or assistant provider determines that the student has regained physical and/or emotional control and no longer poses a threat to himself/herself and/or others.

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(5) The student who is being physically restrained shall be continuously monitored by a provider or assistant provider, and shall be regularly evaluated for indications of physical distress. Line of sight supervision must be maintained at all times while the student is being physically restrained. The provider or assistant provider shall enter observations, recorded at intervals of no less than five (5) minutes, on (or to be transferred to) the appropriate district form, to be retained in the student's educational record. The record shall also include the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising (if there were indications that the emergency was likely to arise), and a detailed description of the nature of the restraint, its duration and effect on the student's established medical or behavioral support or education plan.

(6) Physical restraint is not permitted to last more than twenty (20) minutes without review and approval by the building principal or designee. Approval by the building principal or designee for continuation of physical restraint must be provided for every ten (10) minute increment thereafter. At each such interval, consideration must be given to moving to a less restrictive alternative, such as seclusion or time-out. In no event may physical restraint be extended for more than a total of sixty (60) minutes, unless emergency personnel have been summoned and the student is awaiting transport to an emergency facility and continues to exhibit dangerous behaviors.

(7) Each instance of physical restraint shall be reported in writing to the Director of Special Education and to the parent or legal guardian of the student within twenty-four (24) hours following the incident resulting in physical restraint. An incident report will be provided to the parents within two business days.

(8) Once the physical restraint has been terminated, the student shall be examined by the school nurse or other qualified medical personnel for signs of any physical injury. If the use of physical restraint results in physical injury to the student, such instance of physical injury must be reported to the State Department of Education.

8/24/2009

Students

PROGRESS / RECORDS **5200**

PROMOTION / RETENTION **5210**

The philosophical basis for promotion and retention acknowledges the differences among students and

the need to accommodate those differences. This philosophy recognizes the need to provide students with instruction appropriate to their academic, emotional, social, and physical level of development. The promotion or retention of students in the Fairfield Public Schools shall be determined on the basis of a child's best interest. Parental or custodial understanding and support in matters of promotion and retention are crucial to the success of a student's assignment.

Legal Reference: Connecticut General Statutes
PA 98-288 An Act Concerning Education Accountability
10-221b Boards of education to prescribe rules, policies, and procedures as amended by PA 97-290
10-265g Summer reading programs required for priority school districts. Evaluation of student reading level. Personal reading plans

Approved 8/27/04

Students

Progress / Records

REPORTING STUDENT PROGRESS 5215

The Fairfield Public Schools support a grading and reporting philosophy, which stresses the importance of providing clear, concise, and fair information regarding each student's school performance to students, parents or guardians, and institutions outside the Fairfield Public Schools. This information should include, in addition to an evaluation of the extent to which the instructional objectives have been achieved by the student, an appraisal of the student's achievement in relation to peers locally and nationally. An appraisal of the student's personal attributes, including effort and attitude, should also be provided to help support and guide the student toward individual responsibility and maturity. Student progress may be reported through written report cards and progress reports, parent / teacher conferences, standardized test result profiles, etc.

Legal Reference: Connecticut General Statutes
10-15b Access of parent or guardian to student's records
46b-56 Access to records of minor children by non-custodial parent

Approved 8/27/04

Students

Progress / Records

STUDENT RECORDS 5220

General

The Board of Education recognizes the need for and usefulness of keeping educational records for each student, which will reflect the physical, emotional, social, and academic aspects of a student's development in the educational process. Accurate and complete records are maintained and used so as to contribute to the student's welfare.

Safeguards shall be established by the school administration to protect the student and the student's family from invasion of privacy in the collection, maintenance, and dissemination of information, and to provide accessibility to recorded information by those legally entitled thereto. Such safeguards are designed to meet the requirements of state and federal law.

Custodians of Records for each school within the district and for the central administration shall be appointed by the Superintendent.

Definitions

- "**Student record**" means any item of information directly related to an identifiable student, other than directory information, which is maintained by an employee in the performance of his duties whether recorded by handwriting, print, tapes, film, microfilm, or other means. Student records include information related to an individual student gathered within or without the school system and maintained within the school system regardless of the physical form in which it is maintained.

  "**Student record**" shall not include informal notes related to a student compiled by a school officer or employee for his own use, which remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute.
- "**Personally identifiable information**" means that the data or information includes the name of a student's parent, or other family member, the name and address of the student, a personal identifier such as the student's social security number or student number, a list of personal characteristics which would make the student's identity easily traceable, or other information which would make the student's identity easily traceable.
- "**Directory information**" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student's name; parent(s) or guardian's name; address; telephone

listing; photograph; date and place of

Students

Progress / Records

STUDENT RECORDS (continued) 5220

Definitions (continued)

birth; dates of attendance; grade level; participation in officially recognized activities and sports; weight, height and statistical information regarding members of athletic teams; honors and awards received; and lists of schools or educational programs attended.

- "**Parent**" means a natural parent, an adopted parent, or legal guardian. If parents are divorced or separated, both parents may challenge the content of a record, offer a written response to a record, or consent to release records to others, unless the parental rights of one (1) parent have been terminated or modified in any material way. Whenever a student has attained the age of eighteen (18) years, the permission consent required of, and the right accorded to, the parents or guardian of the student shall thereafter only be required of, and accorded to, the student, unless the district is provided with evidence of a court order to the contrary.
- "**Access**" is defined as the right to inspect, review, and request copies of a student's educational records or any part thereof.
- "**Student**" means a person who is or was enrolled in a school.
- "**Eligible student**" means a person who is or was enrolled in school and who is at least eighteen (18) years of age or who is attending an institution of post-secondary education.
- "**Custodian of Records**" is the person appointed by the Superintendent of Schools who has the responsibility for the collection, maintenance, disclosure, and destruction of records.

Access to Student Records

Annually, parents and students will be notified of the existence of policies and procedures for student records and confidentiality through newsletters, school handbooks, and/or local newspapers. Copies of the policies and procedures relating to access to and maintenance of student records will be available upon request. The term "eligible student" shall be substituted for the term "parent or guardian" as applicable.

Parental Access

- In accordance with Section 10-15b of the Connecticut General Statutes, parents have the right to inspect and review the education records relating to their child maintained by any local or regional school district in which their child is or has been in attendance. Furthermore, the Family

Education Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, gives parents and eligible students the right to inspect and review the educational records of a child being served by any

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STUDENT RECORDS (continued) 5220

Access to Student Records (continued)

Parental Access (continued)

educational agencies or institutions to which funds are made available under any federal program.

- Parents' rights of inspection and review are restricted to information dealing with their own child. The school district will presume that even when parents are separated or divorced and one (1) parent has been granted custody, that both parents have access to records. This access will be extended to both parents unless the school district receives a court order to the contrary.
- Requests by parents and eligible students to inspect and review the student's educational records will be accommodated within a reasonable period of time but no more than forty-five (45) calendar days after the receipt of a written request.
- As required by Section 10-76d-18(b)(1) of the Regulations of Connecticut State Agencies, requests for inspection and review by parent(s) of students requiring special education and related services shall be accommodated within a two-week period (10 school days). All requests for inspection of records must be in writing. Parents will be provided the opportunity to inspect records within three (3) days when requested to prepare for a Planning and Placement Team (PPT) meeting or special education due process proceeding. Additionally, in accordance with Section 10-76d-18(b)(2), parents will be provided one (1) free copy of the student's records within five (5) days, upon written request. Subsequent requests for copies of educational records may be subject to reasonable fees for copying imposed by the district.
- An official of the school district shall be present at all such inspections and reviews. The primary responsibility of this official shall be to answer questions regarding the educational record and maintain its integrity.
- The school district shall also maintain a record of those individuals who have sought or obtained access to the records. This form indicates the name of any individual who has access, date, disposition of request, name of official meeting with the parent, specific data disclosed, and the legitimate educational interests the party(ies) had in requesting or obtaining the information. This record need not include parents and employees of the school district with a legitimate educational interest.

Access to Records

- Professional staff members shall have access to student information in the records when access is directly related to their responsibility to promote the educational growth of the students.

Students

Progress / Records

STUDENT RECORDS (continued) 5220

Access to Student Records (continued)

Access to Records (continued)

- Parents or eligible students shall have access to their student's record within a maximum of ten (10) days upon the submission of a written request to the Custodian of Records. A parent may delegate or deny the right of access to other persons or agencies as permitted by statutes and regulations.
- An eligible student shall have access to his records upon the submission of a written request within ten (10) days to the Custodian of Records. An eligible student may delegate or deny this right of access to other persons or agencies as permitted by statutes and regulations.
- Courts and administrative agencies can obtain records upon issuance of a court order or subpoena when a student is or legally should be in school as required by Section 10-15b of the Connecticut General Statutes.

Release of Records or Personal Data

- The school district or its designated agents may not permit access to or the release of personally identifiable records or files of any student to any outside individual, agency, or organization without the written consent of the parent(s) or the eligible student, except the following:
  - § Other school officials, including teachers employed by the school district, who have been determined by the district to have legitimate educational interests.
  - § Officials of other schools or school systems in which the student seeks or intends to enroll, upon condition that the students parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record.
  - § Authorized representatives of the Comptroller General of the U.S.; the Secretary of Education; the U.S. Commissioner of Education; the Director of the National Institute of Education; or the Assistant Secretaries of the Department of Education; or state educational authorities, under the following conditions: the school will provide such authorized representatives access to student or other records which may be necessary in connection with

the audit, evaluation, or enforcement of state and federally supported education programs, but shall not permit such representatives to collect (remove) personally identifiable data unless specifically authorized to do so by state and federal laws.

Students

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STUDENT RECORDS (continued) 5220

Release of Records or Personal Data (continued)

§ In compliance with a judicial order or subpoena upon condition that the parent or the eligible student is notified in advance of the compliance or that reasonable efforts were made to notify both parties, particularly in the case of former students.

§ In case of health or safety emergency when such information is necessary to protect the student or other individuals. Factors that need to be taken into account in determining whether personal information may be disclosed without consent in this category include:

a. the seriousness of the threat to health and safety;
b. the immediate need for the information;
c. the degree to which the party requesting the information can deal with the emergency; and
d. the extent to which time is of the essence in dealing with the emergency.

§ Parents of a dependent student or such parents as defined in Section 152 of the Internal Revenue Service Code of 1986.

§ The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:

a. determine eligibility for the aid;
b. determine the amount of the aid;
c. determine the conditions for the aid; or
d. enforce the terms and conditions of the aid.

§ Disclosure to accrediting organizations to carry out their accrediting functions.

§ Disclosure to organizations conducting studies for, or on behalf of, educational agencies or institutions to:

a. develop, validate, or administer predictive tests;
b. administer student aid programs; or
c. improve instruction.

Such studies shall be conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization. The information collected and utilized in such studies shall be destroyed when no longer needed

for the purposes for which the study was conducted.

- Requests from police, juvenile court staff, probation officers and the like, can only be accommodated after receiving consent, unless compliance with the request meets the requirements of another exception, such as to protect the health and safety of the student.

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Progress / Records

STUDENT RECORDS (continued) 5220

Release of Records or Personal Data (continued)

- Personally identifiable information contained in the student record must not be furnished in any form (written, taped, person-to-person) to any persons other than those listed above, unless there is written consent from the parent(s) or eligible student indicating the records to be released, the reason for such a request, and to whom (agency, person, etc.) said records will be released. The student's parent(s) or eligible student, if they so desire, are to be provided a copy of released records.
- Directory information may be disclosed without written consent, unless the parent(s) or eligible student has advised the Board to the contrary. In order to prevent the disclosure of directory information, parent(s) and eligible students must notify the Board in writing that they do not want their child's / their own directory information released without their prior consent. The Board will provide parents and eligible students of their right to opt out of having their child's / their own directory information released without prior written consent.
- The preceding individuals, agencies, or organizations entitled access to records without parental consent, are required to complete and sign a form specifying the legitimate educational or other interest that such person, agency, or organization has in seeking such information. This form shall be available to parent(s) or the eligible student and school officials and shall be kept with educational records of each student.
- Personal information shall be transferred to a third party (preceding individuals, agencies, or organizations) only on the condition that such party will not permit any other party to have access to that information without the written consent of the parent(s) or the eligible student.

Amendment of Student Records

Parent(s) and eligible students shall have the right to request deletions or amendments of any information contained in the student's record. Such amendments shall be made in accordance with the procedure described below.

- Parent(s) or eligible students shall request a conference with the Custodian of Records to make their objections known and state in writing what should be amended.

- The Custodian of Records shall, within a week after the conference, render to such student and his parent(s) a decision, in writing, stating the reason or reasons for the decision.
  a. If the decision is in favor of the student and the parent(s), the Custodian of Records shall promptly take steps as may be necessary to put the decision into effect.

Students

Progress / Records

STUDENT RECORDS (continued) 5220

Amendment of Student Records (continued)

b. If the Custodian of Records decides that an amendment of data in accordance with the request is not warranted, the custodian shall so inform the parent(s) or eligible student and advise him of the right to a hearing in accordance with the Hearing Rights and Procedures section below. Parent(s) and eligible students shall have the right to add information, comments, data, or other relevant materials to a student's record, if they believe that information in the student's record is inaccurate or misleading or violates privacy or other rights of the student. Additionally, if the parent(s) or eligible student chooses not to request a hearing, the parent(s) or eligible student has the right to place in the record a statement of his position regarding the decision of the Custodian of Records.

Hearing Rights and Procedures

Rights

- Upon written request of a parent(s) or eligible student, the school district shall provide an opportunity for a hearing if the parent(s) or eligible student wishes to challenge data to ensure that they are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student.
- If, as a result of the hearing, the school district decides that data are inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the data accordingly and so inform, the parent(s) or eligible student in writing.
- If, as a result of the hearing, the school district decides that the data are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent(s) or eligible student of their right to place in the records a statement setting forth the reasons for disagreement with the decision.
  a. Any explanation placed in the records of the student shall be maintained by the school district as part of the records of the student as long as the record or contested portion thereof is maintained by the school district.
  b. If the records of the student or the contested portion thereof are disclosed by the school district to any eligible party, the statement of parental disagreement shall also be disclosed to

that party.

Students

Progress / Records

STUDENT RECORDS (continued) 5220

Hearing Rights and Procedures (continued)

Procedures

- In the event that any decision of the Custodian of Records is not satisfactory to the parent(s) or eligible student in whole or in part, the parent(s) or eligible student may appeal the decision of the Custodian of Records to the Superintendent of Schools. Requests for such an appeal shall be in writing to the Superintendent.
- The Superintendent shall, within two (2) weeks after being notified of such an appeal, review the issues presented and render a written decision to the parent(s) or eligible student, stating the reason or reasons for the decision.
- If the Superintendent's decision is not satisfactory to the parent(s) or eligible student in whole or in part, the parent(s) or eligible student have the right of appeal to the local Board of Education. The request for such appeal shall be in writing to the Chairperson of the Board of Education.
- The Board of Education shall, within four (4) weeks after being notified of such appeal, conduct a fair hearing in executive session to decide the issues presented by the parent(s) or eligible student.
- The parent(s) or eligible student shall have the right to be represented by an advocate of their choosing, to cross examine witnesses, to present evidence, and to receive a written decision within ten (10) days of the hearing by the Board.

Waiver of Rights

- A parent of a student or an eligible student may waive his right of access to confidential records subject to the following limitations:
  a. That the parent or eligible student signs the waiver.
  b. That the school district may not require but may request a waiver.
- An student may waive his right of access to confidential information only with the following limitations:
  a. That the waiver applies to only confidential letters and statements.
  b. That the student be notified upon request of the names of all individuals providing letters or statements.
  c. That the letters or statements are used only for the purpose for which they were originally intended.
  d. That this waiver is not required by the school district.

- The student may revoke the waiver after he becomes an eligible student.
- Any request for a waiver or revocation of a waiver must be in writing.

Students

Progress / Records

STUDENT RECORDS (continued) 5220

Hearing Rights and Procedures (continued)

Complaints
Parents and eligible students also have the right to file a complaint with the United States Department of Education concerning any alleged failure by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education

400 Maryland Avenue, SW
Washington DC 20202-4605

Retention / Disposition of Records

Student educational records will be maintained and disposed of or expunged in accordance with the Public Records Administration Municipal Records Retention Schedule (Schedule M8, revised 2000) regarding Educational Records, as amended from time to time.

Responsibilities of the Custodian of the Records
The Custodian of Records shall have:

- the duty of maintaining and preserving the confidentiality and security of student records;
- the duty to review all records and delete the information that may no longer be valid and useful;
- the authority to grant access or to deny access to records in accordance with district procedures and state and federal law; and
- the responsibility of maintaining, for public inspection, a current list of names of those employees having access to personally identifiable data.

Students

Progress / Records

STUDENT RECORDS (continued) 5220

Legal References: Connecticut General Statutes
1-19(b)(11) Access to public records. Exempt records
7-109 Destruction of documents
10-15b Access of parent or guardian to student's records
10-94i Rights and liabilities of surrogate parents
10-154a Professional communications between teacher or nurse and student.
10-209. Records not to be public
10-221b Boards of education to establish written uniform policy re treatment of recruiters
11-8a Retention, destruction and transfer of documents
11-8b Transfer or disposal of public records. State Library Board to adopt regulations
46b-56(e) Access to records of minors
Connecticut Regulations
10-4-10 Maintenance of personal data
10-76d-18 Education records and reports.
Federal Family Educational Rights and Privacy Act of 1974 (FERPA), 20 USC § 1232g, as amended by the No Child Left Behind Act of 2001
Connecticut Public Records Administration, Records Retention Schedule M8 - Disposition of Education Records (revised 2000)

Approved 8/27/04

Students

Progress / Records

REQUIREMENTS FOR GRADUATION 5225

Introduction

To graduate from the Fairfield Public Schools a student must earn a minimum of 43 credits and meet the credit distribution requirement. A student must demonstrate the designated computer applications proficiency.

Beginning with the graduating Class of 2006, a student must also meet designated levels of academic proficiency in mathematics, reading across the disciplines, and writing across the disciplines.
Beginning with the Class of 2008, a student must also meet designated academic proficiency in science.

Credit Requirements for Graduation

To meet the minimum requirements for a high school diploma, a student must earn 43 credits and achieve the following credit distribution:

English	8 credits
Math	6 credits
Science	6 credits
Social Studies	6 credits
Physical Education & Health	3.04 credits (16 units)
Arts / Vocational	2 credits

Both the 6 credit requirement in Science and 43 credit minimum requirement will be applicable to the class of 2009.

Demonstrate Computer Applications Proficiency

Demonstrate Academic Proficiency

Score at or above the Proficiency Level on each of four areas of The Connecticut Academic Performance Test (CAPT): Mathematics, Reading Across the Disciplines, Writing Across the Disciplines and Science;

OR

Demonstrate proficiency on performance assessments, which correspond to any areas of CAPT, which fall below the designated score levels.

Students

Progress / Records

REQUIREMENTS FOR GRADUATION (continued) 5225

High School Performance Standards

Math: A student who has not met the CAPT mathematics criterion must demonstrate proficiency in one of the following ways.

a. The student will be retested on the CAPT the following year in order to demonstrate proficiency by meeting the district's identified standard;

OR

b. The individual sub-tests of CAPT that do not meet the above criteria will be identified. Open-ended math problems, which correspond to these sub-tests and are appropriate to the content of the course in which the student is enrolled, will be constructed. Student work on these assessments will be retained in an electronic folder or in a work folder maintained by the student and monitored by the student's teacher. During the summer between junior and senior year, a committee of math teachers will examine this collective work, rate each assessment against an established rubric, and determine if the work demonstrates proficiency.

c. Additional performance tasks will be provided during the fall of the senior year for those students who did not demonstrate proficiency on their junior demonstration folder. By the second week in January, a committee of mathematics teachers will examine this work against the established rubric and determine if the work demonstrates proficiency.

d. A student who does not demonstrate proficiency in his senior demonstration folder must successfully complete a performance-based Senior Exit Program.

Reading Across the Disciplines consists of two sub-categories: Response to Literature and Reading for Information. A student who has not met the CAPT Reading Across the Disciplines criteria must demonstrate proficiency in one of the following ways.

a. The student will be retested on the CAPT the following year in order to demonstrate proficiency by meeting the district's identified standard;

OR

Students

Progress / Records

REQUIREMENTS FOR GRADUATION **5225**

Introduction

To graduate from the Fairfield Public Schools a student must earn a minimum of 43 credits and meet the credit distribution requirement. A student must demonstrate the designated computer applications proficiency.

Beginning with the graduating Class of 2006, a student must also meet designated levels of academic proficiency in mathematics, reading across the disciplines, and writing across the disciplines. Beginning with the Class of 2008, a student must also meet designated academic proficiency in science.

Credit Requirements for Graduation

To meet the minimum requirements for a high school diploma, a student must earn 43 credits and achieve the following credit distribution:

English	8 credits
Math	6 credits
Science	6 credits
Social Studies	6 credits (7 credits beginning with the class of 2015)
Physical Education & Health	3.2 credits (16 units)
Arts / Vocational	2 credits

The 3.2 credit requirement in Physical Education & Health will be applicable with the class of 2014.

Both the 6 credit requirement in Science and 43 credit minimum requirement will be applicable to the class of 2009.

Demonstrate Computer Applications Proficiency

Demonstrate Academic Proficiency

Score at or above the Proficiency Level on each of four areas of The Connecticut Academic Performance Test (CAPT): Mathematics, Reading Across the Disciplines, Writing Across the Disciplines and Science;

OR

Demonstrate proficiency on performance assessments, which correspond to any areas of CAPT, which fall below the designated score levels.

REQUIREMENTS FOR GRADUATION (continued) **5225**

High School Performance Standards

Math: A student who has not met the CAPT mathematics criterion must demonstrate proficiency in

one of the following ways.

a. The student will be retested on the CAPT the following year in order to demonstrate proficiency by meeting the district's identified standard;

OR

b. The individual sub-tests of CAPT that do not meet the above criteria will be identified. Open-ended math problems, which correspond to these sub-tests and are appropriate to the content of the course in which the student is enrolled, will be constructed. Student work on these assessments will be retained in an electronic folder or in a work folder maintained by the student and monitored by the student's teacher. During the summer between junior and senior year, a committee of math teachers will examine this collective work, rate each assessment against an established rubric, and determine if the work demonstrates proficiency.

c. Additional performance tasks will be provided during the fall of the senior year for those students who did not demonstrate proficiency on their junior demonstration folder. By the second week in January, a committee of mathematics teachers will examine this work against the established rubric and determine if the work demonstrates proficiency.

d. A student who does not demonstrate proficiency in his senior demonstration folder must successfully complete a performance-based Senior Exit Program.

Reading Across the Disciplines consists of two sub-categories: Response to Literature and Reading for Information. A student who has not met the CAPT Reading Across the Disciplines criteria must demonstrate proficiency in one of the following ways.

a. The student will be retested on the CAPT the following year in order to demonstrate proficiency by meeting the district's identified standard;

OR

REQUIREMENTS FOR GRADUATION (continued) **5225**

Reading Across the Disciplines (continued)

Assessment instruments will be constructed by English teachers (Response to Literature) and social

studies teachers (Reading for Information) to allow students to demonstrate proficiency in reading based on the CAPT criteria:

b. The individual sub-tests of CAPT, which do not meet the above criteria, will be identified. Reading assessments, which correspond to these sub-tests and are appropriate to the content of the course in which the student is enrolled, will be constructed. (The English department will be responsible for the subset of Response to Literature and the social studies department will be responsible for Reading for Information.) Student work on these assessments will be retained in an electronic folder or in a work folder maintained by the student and monitored by the student's teacher. During the summer between junior and senior year, a committee of English and social studies teachers will examine this collective work, rate each assessment against an established rubric, and determine if the work meets performance standards.

c. Additional performance tasks will be provided during the fall of the senior year for those students who did not demonstrate proficiency on their junior reading assessments. By the second week in January, a committee of English and/or social studies teachers will examine this work against the established rubric and determine if the work demonstrates proficiency.

d. A student who does not demonstrate proficiency in his senior demonstration folder must successfully complete a performance-based Senior Exit Program.

Writing Across the Disciplines consists of two (2) subcategories, which are: Interdisciplinary Writing and Editing and Revising**.** A student who has not met the CAPT Writing Across the Disciplines criteria must demonstrate proficiency in one of the following ways.

a. The student will be retested on the CAPT the following year in order to demonstrate proficiency by meeting the district's identified standard;

OR

Writing Across the Disciplines (continued)

Assessment instruments in English and social studies will be constructed to allow students to

demonstrate proficiency in writing based on the CAPT rubrics. Internal assessment prompts will be constructed to allow students to demonstrate proficiency in writing in the following manner:

b. The individual sub-tests of CAPT, which do not meet the above criteria, will be identified. Writing assessments, which correspond to the two sub-tests and are appropriate to the content of the course in which the student is enrolled, will be constructed. Student work on these assessments will be retained in an electronic folder or in a work folder maintained by the student and monitored by the student's teacher. A committee of English and social studies teachers will examine this collective work, rate each assessment against an established rubric, and determine if the work meets performance standards.

c. Additional performance tasks will be provided during the fall of the senior year for those students who did not demonstrate proficiency on their junior writing assessments. By the second week in January, a committee of English and/or social studies teachers will examine this work against the established rubric and determine if the work demonstrates proficiency.

d. A student who does not demonstrate proficiency in his senior demonstration folder must successfully complete a performance-based Senior Exit Program.

Science: A student who has not met the CAPT Science criterion must demonstrate proficiency in one of the following ways:

a. The student will be retested on the CAPT the following year in order to demonstrate proficiency by meeting the district's identified standard;

OR

b. The individual CAPT science standards that do not meet the above criteria will be identified. Performance tasks that correspond to these standards and are appropriate for the course in which the student is enrolled, will be constructed. Student's work on these tasks will be retained in an electronic folder or in a work folder maintained by the student and monitored by the student's teacher. During the summer between junior and senior year, a committee of science teachers will examine this collective work, rate each task against an established rubric, and determine if the work demonstrates proficiency.

REQUIREMENTS FOR GRADUATION (continued) **5225**

c. Additional tasks will be provided during the fall of senior year for those students who did not demonstrate proficiency on their junior demonstration folder. By the second week in January, a committee of science teachers will examine this work against the established rubric and determine if the work demonstrates proficiency.

d. A student who does not demonstrate proficiency in his/her senior demonstration folder must successfully complete a performance-based Senior Exit Program.

Procedures for Review of Student Work

The Headmaster(s) of Fairfield high school(s) and the appropriate curriculum leaders will appoint a committee of teachers. Student work will be submitted and reviewed at the end of the student's junior year. Students who do not meet the standards on either the CAPT retest(s) or the submitted demonstration folder will be allowed to submit another demonstration folder at the conclusion of the first semester of their senior year. Students who do not demonstrate proficiency will enroll in a designated senior project course and/or a designated math course.

Transfers

If a student transfers to a Fairfield high school after completing three (3) years of high school elsewhere, he may be exempt from Fairfield High School Performance Standards.

Notification: **Teachers, Students, and Parents**

The guidance department will formally notify students, their teachers, and their parents or guardians if the district's standard on the CAPT has not been met in the areas of Mathematics, Reading Across the Disciplines, and Writing Across the Disciplines. Students who have not met the district's standard will be encouraged to retake designated CAPT areas in the spring of their junior year and to submit a demonstration folder of their work by June 1st as indicated above. The results of the assessment of the student work will be communicated to students who have demonstrated proficiency on their folder of work by the second week of September. The results of the CAPT retest and the scoring of the folder of student work from the first semester of the senior year will be communicated by the guidance department via certified mail to the student and parent or guardian by the second week of January of the senior year.

Successful completion of a performance-based Senior Exit Program will be communicated to the students and parent or guardian by June 1st of the senior year.

Board of Education

Policy Guide

Students

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REQUIREMENTS FOR GRADUATION (continued) **5225**

Options

If a student does not demonstrate proficiency as described, he may return to the high school for a fifth year, enroll in summer school, or register for appropriate night school classes.

Appeals

The headmaster(s) shall design and implement an appeals process. The final authority to determine proficiency on appeal will rest with the headmaster(s).

Legal Reference: Connecticut General Statutes
10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results
10-16(l) Graduation exercises (as amended by PA 96-108 An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates)
10-221a High school graduation requirements (as amended by PA 00-156 An Act Concerning High School Diplomas and Veterans of World War II

Approved 8/27/04
Revised and Approved 9/27/05
Revised and Approved 1/12/2010

Students

Progress / Records

HIGH SCHOOL COURSE LOAD **5230**

All students at the high school level shall carry a minimum of five and one-half (5 ½) courses exclusive

of physical education, except in special circumstances approved by the Headmaster.

Approved 8/27/04

Students

Progress / Records

AIDS EXEMPTION 5235

In accordance with Section 10-19b of the Connecticut General Statutes, parents or guardians may exempt their child from Acquired Immune Deficiency Syndrome (AIDS) lessons at any grade level by notifying the building principal in writing of their request.

Legal Reference: Connecticut General Statutes
10-16b Prescribed courses of study
10-19(b) AIDS education
10-19 Effect of alcohol, nicotine, or tobacco and drugs to be taught

CREF 6235

Approved 8/27/04

Students

Progress / Records

FAMILY LIFE EXEMPTION 5240

In accordance with Section 10-16e of the Connecticut General Statutes, parents or guardians may exempt their child from the Family Life / Physical Growth and Development lessons of the health curriculum at any grade level by notifying the building principal in writing of their request.

Legal Reference: Connecticut General Statutes
10-16b Prescribed courses of study
10-16e Students not required to participate in the family life education program

CREF 6240

Approved 8/27/04

Students

Progress / Records

POST GRADUATE STUDIES 5245

Fairfield residents who have graduated from high school may be enrolled in a high school for such post-graduate work as approved by the school administration. Such students must meet all the regular school requirements.

Approved 8/27/04

Students

CODE OF BEHAVIOR 5300

STUDENT DISCIPLINE 5310

Students, teachers, and administrators have the right to expect mutual courtesy, fair and equitable treatment, and to be informed of their rights and their responsibilities. The staff of the Fairfield Public Schools strives to assist students to develop the ability for self-direction and self-discipline. However, those students who infringe upon the rights of others or who violate school policies and regulations will be subject to corrective action. In all cases the rights of students will be preserved and protected.

The administration of each individual school is given the authority to take appropriate action to ensure compliance with Board policy as stated above. Appropriate action may include, although it is not limited to, one or more of the following:

- conference with the student and/or teacher and/or guidance counselor;
- conference with the parent or guardian;
- referral to building and/or central planning and placement team;

- referral to social and community agencies;
- internal or external suspension of student; and/or
- recommended expulsion of student.

Corporal punishment as a disciplinary measure is prohibited in the Fairfield Public Schools. Notwithstanding this, physical force may be used to quell a disturbance, which threatens physical injury to others, to obtain possession of weapons or other dangerous objects, for the purpose of self-defense, and for the protection of persons and property.

The administration will develop a Code of Behavior, which will be communicated to students and parents or guardians through annual publication in the individual schools' student handbook (CREF 5315).

Approved 8/27/04

Students

Code of Behavior

SUBSTANCE ABUSE 5313

It is the policy of the Fairfield Public Schools to prevent and prohibit the possession, use and/or distribution of any drug (narcotics and alcohol) or drug paraphernalia on school property, at school-sponsored events, on school buses, and en route to and from school by any mode of travel.

Violations of this policy, including possession, use, distribution of any drug or drug paraphernalia, and being under the influence of any drug on school property or at any school-sponsored event, shall be dealt with in accord with the procedures developed by the administration. The consequences of such violations may ultimately result in expulsion from school.

Recognizing that drug use and abuse may be indicative of serious, underlying problems, every effort shall be made to offer a student help and assistance, including early identification, referral for treatment, and after care support. Disciplinary procedures will be administered with the best interests of the student, school population, and community in mind.

Due consideration will be given to the rights of students:

- questioning of a student on school premises will take place only in the presence of a school building administrator and/or dean;

- a student's right to remain silent or to speak through an attorney or parent or guardian may not be abridged; and
- a school building administrator and/or dean will maintain a record of all proceedings under this policy, which shall be available to the student.

Approved 8/27/04

Students

Code of Behavior

ADMINISTRATIVE REGULATIONS ON SUBSTANCE ABUSE 5313AR

School personnel shall observe and report inappropriate behavior, poor class performance, tardiness, absenteeism, or physical changes in any student to their immediate supervisor or appropriate designated staff member.

The school shall maintain and extend programs that help students to assess implications of the use of addictive substances, such as drugs and alcohol, and help students to understand the personal and social implications of abuse of these substances.

Any teacher or other school staff member who suspects a student in demonstrating symptoms of possible drug / alcohol use (staggering, slurred speech, incoherence, dazed appearance, inability to respond, vomiting, and unconsciousness) shall immediately refer the student to the appropriate administrator who will treat the situation as a medical emergency. A referral will be made to the Student Assistance Team.

Should the school nurse determine the student's symptoms are drug / alcohol related or if he is unable to function normally, the school principal or designee shall take appropriate action which may include notifying the parent or guardian, taking the student home or for medical care, depending upon the severity of the student's condition. If drug use is confirmed, the student will be suspended. A referral will be made to the Student Assistance Team.

When there is evidence of use, illegal transmitting, or possession of drugs, including alcohol, during school hours or at any school-sponsored activity, the student will be advised of his rights, the police summoned, and the parent or guardian shall be asked to confer with the principal and/or appropriate members of the school staff. The student will be suspended. A referral will be made to the Student Assistance Team.

If a student is caught in possession, use, distribution, or selling of drug paraphernalia, the principal or designee will confiscate the drug paraphernalia, summon the police, and notify the parent or guardian. The student will be suspended. A referral will be made to the Student Assistance Team.

On school buses en route to and from school or any school-sponsored event, bus drivers will radio any inappropriate or bizarre behavior, which might indicate possible drug or alcohol use or possession to the transportation office immediately. The transportation office shall then notify the appropriate building administrator. A referral will be made to the Student Assistance Team.

Students

Code of Behavior

ADMINISTRATIVE REGULATIONS ON SUBSTANCE ABUSE 5313AR (continued)

Disciplinary consequences for students found to be in violation of this policy shall be:

- first offense five (5) day suspension;
  may be reduced by up to one (1) day if student and parents participate in a Saturday morning session with the Student Assistance Counselor.
- second offense maximum of ten (10) day suspension; and
- third offense referral to the Board of Education for a hearing that might result in expulsion.

The dean shall make available to the parent or guardian (upon the first violation) a resource list of drug / alcohol counseling, rehabilitation, and reentry programs.

All communications between the school, students, parents or guardians, and police will be considered confidential as defined in Connecticut General Statutes 10-154a.

All students and parents or guardians will be notified of this policy yearly and understand that compliance is mandatory.

8/27/04
Revised 7/22/09

Students

Code of Behavior

SMOKING 5314

In accordance with Connecticut General Statutes, and with Board Policy, smoking by students will not be permitted in any public school building or on school grounds in the Town of Fairfield. Students in the Continuing Education Program and adults attending meetings in school buildings may smoke in designated outside areas, which are equipped with receptacles for ashes and associated debris.

Approved 8/27/04

Students

Code of Behavior

INFRACTIONS 5315

School personnel shall deal with infractions of school rules according to administrative regulations. The administration will develop a Code of Behavior, which will be communicated to students and parents or guardians through annual publication in the individual schools' student handbook (CREF 5310).

The building administrators shall notify the police department of all crimes of a serious nature, such as carrying a weapon, assault with a weapon, possession of a controlled substance, vandalism on school grounds, and larceny.

Approved 8/27/04

Students

Code of Behavior

WEAPONS 5320

The safety of all students is our highest concern. Therefore, students who bring to school, sell, or attempt to sell, or illegally use a firearm, deadly weapon, dangerous instrument, or facsimile of a

weapon will be suspended from school and reported to the Fairfield Police Department. State law specifically prohibits such behavior. Such behavior may result in expulsion from school for a period of up to one (1) calendar year.

Legal Reference: Connecticut General Statutes
10-221 Boards of Education to prescribe rules, policies, and procedures as amended by PA 97-290
10-233a through 10-233f Expulsion as amended by PA 95-304
53a-3 Definitions
53a-217b Possession of firearms and deadly weapons on school grounds
53-206 Carrying and sale of dangerous weapons
PA 94-221 An Act Concerning School Discipline and Safety
GOALS 2000: Educate America Act
18 USC 921 Definitions

Approved 8/27/04

Students

Code of Behavior

HAZING **5325**

The Fairfield Public Schools prohibit any activity that recklessly or intentionally endangers the mental health, physical health, or safety of a student for the purpose of initiation or participation in a school activity.

Hazing is prohibited whether it occurs on or off school grounds and whether it occurs during, prior to, or after the season or school day. Any hazing activity, whether by an individual or a group, shall be presumed to be a forced activity, even if the student willingly participates.

All coaches and advisors are required, prior to commencement of their season or activity, to meet and explain this policy to all participants. In the event that a coach or advisor becomes aware of any violations of this policy, it must be reported immediately to the building administrator.

If a student believes that hazing has occurred, the student shall promptly report this incident to a coach or advisor, counselor, or administrator. This information must immediately be brought to the building administrator. The building administrator will conduct a comprehensive investigation. All information will be held in strict confidence.

Consequences for hazing activities may include, but are not limited to: team / activity suspension or removal, school suspension or expulsion, or legal prosecution.

The Superintendent or designee shall provide that students and parents or guardians of students are notified of the prohibition against hazing and the penalties for violating the prohibition by ensuring inclusion of this policy in student and parent handbooks.

Approved 8/27/04

Students

Code of Behavior

BULLYING 5330

The Board of Education promotes a secure and happy school climate, conducive to teaching and learning, which is free from threat, harassment, and any type of bullying behavior. Therefore, it shall be the policy of the Board that bullying of a student by another student is prohibited.

Bullying is defined under Sec. 10-222d. as amended by PA 08-160 as:

> any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate, or intimidate the other student while on school grounds or at a school-sponsored activity, which acts are committed more than once against any student during the school year.

A student who engages in any act of bullying is subject to appropriate disciplinary action up to and including suspension, expulsion, or referral to law enforcement officials.

The District's program:

- permits anonymous reports of bullying by students and written identifiable reports of suspected bullying by the parent or guardian;
- requires teachers and other school staff to notify school administrators in writing of bullying acts they witness and students' reports they receive;
- requires school administrators to investigate parents' or guardians' written reports and review students' anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- requires each school to maintain a publicly available list of the number of verified bullying acts that occurred there;

- requires each school to have a prevention and intervention strategy, as defined by statute, for school staff to deal with bullying, including language about bullying in student codes of conduct and in all student handbooks;
- requires each school to notify parents or guardians of all students involved in a verified act of bullying and invite them to attend at least one meeting. The notice must describe the school's response and any consequences that may result from further acts of bullying.
- requires the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurring perpetrated bullying incidents by the same individual that may include both counseling and discipline;
- requires students to be notified annually of the process by which they will make reports of bullying;
- requires the identification of appropriate school personnel, which may include, but shall not be limited to, pupil service personnel, responsible for taking a bullying report and investigating the complaint;
- as required, but not later than February 1, 2009, submit this policy to the Department of Education for its review, analysis, and cooperative assistance; and
- inclusion in the District's staff development program for certified staff training pertaining to the prevention of bullying, effective July 1, 2009.

The Board expects prompt and reasonable investigations of alleged acts of bullying. The principal of each school or designee is responsible for handling all complaints of alleged bullying.

Prevention and Intervention Strategy

The District shall implement, as required by C.G.S. 10-221d, as amended, a prevention and intervention strategy which may include, but not limited to:

1. Implementation of a positive behavioral intervention and supports process or another evidence-based model approach for safe school climate or for the prevention of

bullying identified by the Department of Education.

2. A school survey to determine the prevalence of bullying.

3. Establishment of a bullying prevention coordinating committee with broad representation to review the survey results and implement the strategy.

4. School rules prohibiting bullying, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.

5. Adequate adult supervision of outdoor areas, hallways, the lunchroom, locker rooms and other specific areas where bullying is likely to occur.

6. Inclusion of grade appropriate bullying prevention curricula in kindergarten through high school.

7. Individual interventions with the bully, parents; and school staff, and interventions with the bullied child, parents; and the school staff.

8. School-wide training related to safe school climate.

9. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions.

A comprehensive approach, involving everyone in the schools and the community, to address this issue at all school levels is essential to reducing incidences of bullying. Such an approach must involve proactive school-wide, classroom, and individual intervention. In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the incidence of bullying. It is important and necessary to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

The Superintendent or designee shall provide that students and parents or guardians of students are notified of the prohibition against bullying and the penalties for violating the prohibition by ensuring inclusion of such information in student and parent handbooks.

This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions, or debate, that is protected by state or federal law.

Board of Education
Policy Guide

Students

Code of Behavior

BULLYING **5330**
(continued)

(cf.0521 – Nondiscrimination)
(cf.5114 – Suspension and Expulsion/Due Process)
(cf.5131 – Conduct)
(cf.5131.21 – Violent and Aggressive Behavior)
(cf. 5131.8 - Out-of-School Misconduct)
(cf.5131.912 – Aggressive Behavior)
(cf.5131.91 – Hazing)
(cf.5144 – Discipline/Punishment)
(cf.5145.4 – Nondiscrimination)
(cf.5145.5 – Sexual Harassment)
(cf.5145.51 – Peer Sexual Harassment)
(cf.6121 – Nondiscrimination)
(cf.6121.1 – Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes
10-15b Access of parent or guardian to student's records. Inspection and subpoena of school or student records.
10-222d Policy on bullying behavior as amended by PA 08-160.
PA 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.

Approved 8/27/04
Revised 5/23/06
Revised and Approved 9/23/08

Code of Behavior

ADMINISTRATIVE REGULATIONS ON BULLYING 5330AR

The following regulations set forth the procedures to implement Board Policy 5330 Bullying concerning the prohibition against bullying in the Fairfield Public Schools. Bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior, however, involves a multi-faceted approach, which includes education and the promotion of a school atmosphere in which bullying will not be tolerated by students or staff.

It is imperative that bullying be identified only when the specific elements of the definition are met, because the designation of conduct as bullying carries with it special statutory obligations. Any misconduct by one student against another student, whether or not appropriately defined as bullying, however, will result in appropriate disciplinary consequences for the perpetrator.

Definition

In accordance with state law and Board policy, **"bullying" means any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate, or intimidate the other student while on school grounds or at a school-sponsored activity, which acts are repeated against the same student over time**.

In accordance with this definition, the following factors should be considered before identifying conduct by a student or group of students as bullying in violation of Board policy. The determination that conduct does not constitute bullying under state law and Board policy, however, does not restrict the right of the administration and of the Board of Education to impose appropriate disciplinary consequences for student misconduct.

- Location - Bullying behavior in violation of Board policy must occur on school grounds or at a school-sponsored activity (which by Board policy includes transportation services). Conduct that occurs off-campus (e.g., harassment over the Internet, physical intimidation in the community) *is not* bullying under this Policy and Regulation.

  While not considered bullying under state law and Board policy, conduct that would otherwise be considered bullying occurring off-campus (and outside of any school-sponsored activity) may subject the perpetrator to disciplinary action. Discipline for such conduct may be imposed if such conduct violates a publicized policy of the Board and is seriously disruptive of the educational process. Unless:

Definition (continued)

- Location (continued) - such conduct triggers a mandatory expulsion under Connecticut General Statutes § l0-233d(a), however, school officials are authorized to impose discipline for such off-campus conduct only if such conduct markedly interrupts or severely impedes the day-to-day operation of the school.

- Repeated misconduct - Bullying behavior in violation of Board policy must be "repeated against the same student over time." **An isolated incident, however egregious, is not "bullying" under state law and Board policy. Similarly, numerous acts of misconduct against different students do not constitute "bullying" under state law and Board policy.**

- Ridicule, humiliation, and/or intimidation - Bullying behavior is more than misconduct. Such behavior is marked by the intent to ridicule, humiliate, or intimidate the victim. In evaluating whether conduct constitutes bullying, special attention should be paid to the words chosen or actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred, of the perpetrator.

- Types of conduct - Bullying can take many forms and can include many different behaviors having the overt intent to ridicule, humiliate, or intimidate another student. Examples of conduct that could constitute bullying include:
    - physical violence and/or attacks;
    - verbal taunts, name-calling, and put-downs, including taunts based on ethnicity, gender, religion, sexual orientation, or other protected and/or individual characteristics;
    - threats and intimidation (through words and/or gestures); and
    - extortion or stealing of money and/or possessions.

Complaint Processes

Publication of the Prohibition Against Bullying and Related Procedures

The prohibition against bullying shall be publicized by including the following statement in the student handbook of each of the district schools:

Students

Code of Behavior

ADMINISTRATIVE REGULATIONS ON BULLYING 5330AR

(continued)

Complaint Processes (Continued)

Publication of the Prohibition Against Bullying and Related Procedures (continued)

> "Bullying behavior by any student in the Fairfield Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. 'Bullying' means any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate, or intimidate the other student while on school grounds or at a school-sponsored activity, which acts are repeated against the same student over time. Students and parents or guardians may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to teachers and school administrators. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his rights of due process. Board policy 5330 Bullying and its accompanying regulation set forth this prohibition and the related procedures in detail, and are available to students and their parents or guardians upon request."

Formal Complaints

Students and their parents or guardians may file written reports of conduct that they consider to be bullying. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the alleged conduct, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any teacher or administrator, and they shall be promptly forwarded to the building principal or headmaster for review and action in accordance with the Reporting Obligations section below.

Informal Complaints

Students may make an informal complaint of conduct that they consider to be bullying by verbal report to a teacher or administrator. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the alleged conduct, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. A teacher, other professional employee, or administrator who receives an informal

complaint shall promptly reduce the complaint to writing, including the information provided.

Students

Code of Behavior

ADMINISTRATIVE REGULATIONS ON BULLYING 5330AR

(continued)

Complaint Processes (Continued)

Informal Complaints (continued)

Such written report by the teacher, other professional employee, or administrator shall be promptly forwarded to the building principal or headmaster for review and action in accordance with the Reporting Obligations section below.

Anonymous Complaints

Students who make an informal complaint as set forth above may request that their name be maintained in confidence by the teacher(s) and administrator(s) who receive the complaint. Should anonymity be requested, the principal, headmaster, or designee shall meet with the student to review the request for anonymity and the impact that maintaining anonymity of the complaint may have on the investigation of the complaint and possible remedial action. At such meeting, the student shall be given the choice as to whether to maintain the anonymity of the complaint. Anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of bullying.

Staff Responsibilities and Intervention Strategies

Teachers and Other School Staff

Teachers and other school staff who witness acts of bullying, as defined above, shall promptly notify the building principal, headmaster, or designee of the events observed, and shall promptly file a written incident report concerning the events witnessed. Teachers and other school staff who receive student, parent, or guardian reports of suspected bullying shall promptly notify the building principal,

headmaster, or designee of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the building principal, headmaster, or designee. If the report is an informal complaint by a student that is received by a teacher or other professional employee, he shall prepare a succinct written report of the informal complaint which shall be forwarded promptly (no later than the next school day) to the building principal, headmaster, or designee. If the report is an informal complaint by a student that is received by other school staff, this employee shall

Students

Code of Behavior

ADMINISTRATIVE REGULATIONS ON BULLYING 5330AR

(continued)

Staff Responsibilities and Intervention Strategies (Continued)

Teachers and Other School Staff (continued)

verbally report the matter to the principal, headmaster, or designee promptly (no later than the next school day).

In addition to addressing both informal and formal complaints, teachers and other professional staff members are encouraged to address the issue of bullying in other interactions with students. Teachers and other professionals may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially appropriate behavior. Teachers and other professional employees should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating, or intimidating another student, even if such conduct does not meet the formal definition of “bullying.”

Administrator Responsibilities

Investigation

The principal or headmaster (or other responsible program administrator) shall be promptly notified of any formal or informal complaint of suspected bullying received by any building administrator, teacher, or other professional employee. Under the direction of the building principal, headmaster, or designee all such complaints shall be investigated promptly. A written report of the investigation shall

be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of bullying were verified, and, when acts of bullying are verified, a recommendation for intervention, including disciplinary action. Where appropriate, written witness statements shall be attached to the report.

Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complainant. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information or the withdrawal by the complaining student of the condition that his report be anonymous.

Students

Code of Behavior

ADMINISTRATIVE REGULATIONS ON BULLYING 5330AR

(continued)

Staff Responsibilities and Intervention Strategies (Continued)

Administrator Responsibilities (continued)

Remedial Actions

Verified acts of bullying shall result in intervention by the building principal, headmaster, or designee that is intended to assure that the prohibition against bullying behavior is enforced, with the goal that any such bullying behavior will end as a result.

Bullying behavior can take many forms and can vary dramatically in severity, and in the impact it has on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of “bullying” as defined above will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action in keeping with Board Policies 5310, 5315, and 5325 (detention, in-school suspension, suspension, or expulsion) is a matter for the professional discretion of the building principal, headmaster, or designee. The following sets forth possible interventions for building principals, headmasters, or designees to enforce the Board’s prohibition against bullying.

- Non-disciplinary interventions

When verified acts of bullying are identified early or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying.

If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim's communication and assertiveness skills may be low and could be further eroded by fear resulting from past intimidation and fear of future intimidation. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

Students

Code of Behavior

ADMINISTRATIVE REGULATIONS ON BULLYING 5330AR (continued)

Staff Responsibilities and Intervention Strategies (continued)

Administrator Responsibilities (continued)

Remedial Actions (continued)

- Disciplinary interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. **Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.**

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him an opportunity to explain the situation.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board, or an impartial hearing officer designated by the Board of Education in accordance with Board policy. This consequence shall be reserved for serious incidents of bullying or when

past interventions have not been successful in eliminating the bullying behavior.

- General intervention strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate any potential problem with bullying in school or at school-sponsored activities. While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators, teachers, and other professional staff members in each school:

§ respectful responses to bullying concerns raised by students, parents or guardians, or staff;
§ planned professional development programs addressing bully / victim problems;
§ data collection to document bully / victim problems to determine the nature and scope of the problem;

Students

Code of Behavior

ADMINISTRATIVE REGULATIONS ON BULLYING 5330AR

(continued)

Staff Responsibilities And Intervention Strategies (continued)

Administrator Responsibilities (continued)

Remedial Actions (continued)

- General intervention strategies (continued)

§ use of peers to help ameliorate the plight of victims and include them in group activities;
§ avoidance of sex-role stereotyping (e.g., males need to be strong and tough);
§ awareness and involvement on the part of the staff and parent or guardian with regards to bully / victim problems;
§ a curriculum that promotes communication, friendship, assertiveness skills, and character education;

§ modeling by teachers of positive, respectful, and supportive behavior toward students;
§ creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others; and
§ employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

Reporting Obligations

Report to the Parent or Guardian of the Perpetrator

If after investigation, acts of bullying by a specific student are verified, **the building principal, headmaster, or designee shall notify the parent or guardian of the perpetrator in writing of that finding.** If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification.

If after investigation, acts of bullying against a specific student are verified**, the building principal, headmaster, or designee shall notify the parent or guardian of the victim of such finding.** In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such bullying. **The specific disciplinary consequences imposed on the perpetrator, as reflected in the student's educational records, shall not be disclosed to the parent or guardian of the victim, except as provided by law.**

Students

Code of Behavior

ADMINISTRATIVE REGULATIONS ON BULLYING 5330AR

(continued)

Reporting Obligations (continued)

List of Verified Acts of Bullying

The principal, headmaster, or designee of each school shall maintain a list of the number of

verified acts of bullying in the school, and this list shall be available for public inspection upon request. Given that any determination of bullying involves repeated acts over time, each report prepared in accordance with the Complaint Processes section that includes verified acts of bullying shall be tallied as one verified act of bullying unless the specific actions that are the subject of the report involve separate and distinct acts of bullying. **The list shall be limited to the number of such verified acts of bullying in the school, and it shall not set out the particulars of each verified act, including but not limited to, any personally identifiable student information, which is confidential information by law.**

Approved 8/27/04

Revised-
Approved 5-23-06

Students

Code of Behavior

STUDENT INTERNET USE 5335

Uses of electronic communication systems allow unprecedented opportunities for students to communicate, learn, access, and publish information. The district believes that the resources available through this network and the skills that students will develop in using it are of significant value in the learning process and student success in the future. These new opportunities also pose new challenges including, but not limited to, ready access for all students, age-level appropriateness of some material available through networks, security of the electronic communications system, and cost of maintaining increasingly complex networks. The district will endeavor to ensure that these concerns are appropriately addressed.

The district grants access to the network and the Internet by users only for the educational activities authorized under the administrative regulations including guidelines, procedures, and the specific limitations contained in this document.

To the extent that it is practical and prudent, the district will provide training and procedures that encourage the widest possible access to electronic information systems and networks by students, staff, and patrons while establishing reasonable controls for the lawful, efficient, and appropriate use and management of the system.

Legal Reference: Connecticut General Statutes 53a-182b Harassment in the first degree: class d felony (as amended by PA 95-143)

CREF 6417

Approved 8/27/04

Students

Code of Behavior

ADMINISTRATIVE REGULATIONS ON
STUDENT INTERNET USE **5335AR**

Procedures for Student Use of the Internet

The rich sources of information available on the Internet hold the promise of greatly enhancing the quality of education available to all students. Therefore, upon completion of the application process, Internet access will be made available to students in the Fairfield Public School District for the purposes of communication, research, and education. It is our intention to provide an Internet environment that is safe and appropriate for the maturity level and need of student users. The degree of access to the Internet will be dependent upon the age of the students. The following are suggested guides for Internet use at various levels.

- Grades K-3: Limited use for specific projects by teacher request. Web site navigation will be guided as much as possible by the use of specific bookmarks.
- Grades 4-5: Use will be project-focused, teacher-directed, and adult-supervised. Web site navigation will be guided as much as possible by the use of specific bookmarks.
- Grades 6-8: Use will be teacher-directed and adult-supervised. Web sites will not be limited, but student use will be monitored.
- Grades 9-12: Students will have independent use, but on-line computers will be supervised by staff. World Wide Web sites will not be limited.

Teachers at any grade level may request student Internet registration for class or individual projects. However, registration and Internet use cannot be a course requirement. Secondary students may initiate electronic mail accounts for themselves, but will need a teacher's signature to complete the process. Elementary students must have the approval of their classroom teacher or building administrator to request an Internet electronic mail account.

In addition to suggesting regulation of Internet access, the following steps will be taken to develop and create more informed and responsible student users:

- the *Internet Code of Conduct*, which describes the conditions of use and student expectations, will be prominently posted in each building;
- rules related to Internet use will be included in each building's student and staff handbooks;
- student-designed posters promoting appropriate use of the Internet will be displayed in schools; and
- staff development opportunities will be provided to increase the skills of district personnel who will be working with students on the Internet.

Students

Code of Behavior

ADMINISTRATIVE REGULATIONS ON
STUDENT INTERNET USE (continued) 5335AR

The district will endeavor to provide a safe and wholesome Internet environment. However, a clever network user may be able to find ways to circumvent Internet access limits and controls. For that reason, parents or guardians will be warned of the potential availability of offensive material on the Internet, and both students and parents or guardians will be advised that the student is ultimately responsible for his own conduct on the Internet. **Misconduct will result in loss of access and/or other appropriate disciplinary action.**

CREF 6417AR

8/27/04

Students

Code of Behavior

LOST / DAMAGED EQUIPMENT 5340

Students shall be assessed the full replacement cost(s) for damaged facilities and lost or damaged equipment such as textbooks, lab equipment, etc.

CREF 3241 and 6413

Approved 8/27/04

Students

ACTIVITIES 5400
SOCIAL EVENTS 5410

In all activities sponsored by the schools, the administration shall establish standards of conduct for the students and make these standards known to the entire student body.

Approved 8/27/04

Students

Activities

STUDENT FUNDS 5420

The building administrator shall administer school funds that are provided primarily by the student body.

The school district business office shall supervise the bookkeeping of such accounts and all student accounts shall be audited by the Town auditors at the time of the annual audit.

Approved 8/27/04

Students

Activities

CLASS GIFTS TO SCHOOLS 5425

The Superintendent must approve all proposed gifts before their acceptance by the schools.

All accepted gifts become the property of the Board of Education.

Approved 8/27/04

Board of Education

Policy Guide

Students

WELFARE **5500**

HEALTH ASSESSMENTS **5510**

I. In accordance with Connecticut General statutes, each student enrolled in the Fairfield schools shall be required to have a health assessment by a legally qualified practitioner of medicine (physician or osteopath licensed to practice in the United States), or by an advanced practice registered nurse**,** registered nurse, or Physician Assistant licensed to practice in Connecticut.

- prior to initial entrance into preschool programs
- prior to initial entrance into kindergarten
- for transfer students**,** prior to initial entrance into the Fairfield schools
- in grades 6 and 10
- for ungraded students, prior to initial entrance and whenever a health assessment is required for students of the same age cohort as the ungraded student.

Health assessments shall be required for entrance into grade nine in non-public high schools in lieu of health assessments required in grade 10.

All health assessments required above and done on or after August 15, 2005 shall include documentation of an assessment of the student's risk of exposure to tuberculosis. Any student determined to be at high risk shall receive a Mantoux tuberculin skin test performed in the United States as part of the required health assessment.

Health assessments required prior to initial entrance into a Fairfield school shall include evidence of a Mantoux tuberculin skin test performed after most recent entry into the United States for students entering school in Fairfield from a country with a high prevalence of tuberculosis**.**

Countries with a high prevalence of tuberculosis include those identified as such by the

Connecticut Department of Public Health. Refer to corresponding Administrative Regulations.

Any student found to have a positive Mantoux tuberculin skin test or tuberculosis disease shall be permitted to attend school only in accordance with the tuberculosis control protocols established by the Fairfield Director of Health and School Medical Advisor.

Board of Education

Policy Guide

Student

WELFARE

HEALTH ASSESSMENTS (continued) 5510

Any student not in accordance with this policy shall not be permitted to register for or continue attendance in school.

All students are encouraged to have their health assessments done by their private health care provider to promote continuity of care. However, if this is not done, health assessments will be available in the schools or in the Fairfield Well Child Clinic for eligible students with parent authorization.

Students who are experiencing health problems or are suspected of having a health problem may be referred to their private health care provider for a health assessment at other than required times.

II. Students in high schools participating in interscholastic sports (tryouts, practice and play) will be required to have a health assessment by their private health care provider within one calendar year prior to start of participation in the sport for the current school year. Students who do not have evidence of the health assessment within the calendar year cannot participate in the sport. Students participating in high school interscholastic sports (tryouts, practice, or play) shall be required to have a health assessment no more than thirteen months prior to participation in the sport for the current school year. The health assessment is valid for a period of thirteen months from the date it was done. Once the health assessment becomes more than thirteen-months old, the student cannot continue to participate in the sport until a new health assessment is done and submitted to the school. The health assessment must be done by a legally qualified practitioner of medicine (physician or osteopath licensed to practice in the United States), or by an advanced practice registered nurse, registered nurse, or Physician Assistant licensed to practice in Connecticut.

III. Timing of health assessments shall be in accordance with the corresponding Administrative Regulations.

IV. Connecticut state statutes permit exemption from physical or medical examination required for entry into school or entry into grades 6 or 10 if the parent/legal guardian of a student provides a written statement that the parent/legal guardian of the student, or the student, objects on religious grounds, to physical or medical examination. These exemptions do not apply to health assessments required for participation in sports.

Legal Reference: Connecticut General Statutes 10-206
Approved 8/27/2004
Revised and Approved 6/27/2006
Revised and Approved 6/26/2007

Board of Education
Policy Guide

Students

WELFARE

ADMINISTRATIVE REGULATIONS ON HEALTH ASSESSMENTS **5510AR**

I. Acceptable Dates for Health Assessments

a. Health assessments required for initial enrollment in preschool programs and kindergarten shall be done on or after August 15th of the school year preceding initial enrollment into these grades.

b. Health assessments required for initial enrollment of transfer students shall be done as recently as the last required health assessment for the student's grade level.

c. Health assessments required for students in grades 6 and 10 shall be done on or after August 15th of the school year preceding entrance into those grades and must be submitted to the school prior to entrance into grades 7 and 11 respectively.

d. Health assessments required for entrance into grade nine in non-public high schools shall be done on or after August 15th of the school year preceding initial enrollment in grade nine and submitted to the school prior to entrance into grade nine.

e. Health assessments required for ungraded students shall be done in accordance with the acceptable health assessment dates for students of the same age cohort as the ungraded

students.

II. High School Interscholastic Sports

f. High school interscholastic sports include all sports teams and sports clubs that compete against other schools and cheerleading squads. High school interscholastic sports include:

- All sports teams that compete against other schools;
- All sports clubs that compete against other schools;
- Cheerleading squads.

WELFARE

ADMINISTRATIVE REGULATIONS ON HEALTH ASSESSMENTS (continued) **5510AR**

III. Countries With a High Prevalence of Tuberculosis

Countries with a high prevalence of tuberculosis include all countries in Africa, Asia (including former Soviet Union), Eastern Europe, Central and South America, Dominican Republic and Haiti. (Tuberculosis Control Screening Guidelines for Connecticut Schools, CT Department of Public Health, Infectious Disease Division, May 2005).

IV. Information to be Included On Health Assessments

a. Each health assessment shall include a hematocrit or hemoglobin test, height, weight, blood pressure, screening questions to be answered by the parent or guardian and examiner, an updating of immunizations as needed, vision, hearing, speech and gross dental screenings and such other information as the examiner deems appropriate. Health assessments required in grades 6 and 10 and health assessments required for high school interscholastic sports shall also include postural screening. Beginning with the 2003-2004 school year, each health assessment shall include a chronic disease assessment which shall include, but not be limited to whether the student has a diagnosis of asthma. Health assessments shall include a tuberculosis risk assessment and, if indicated, a Mantoux tuberculin skin test, as required in

the Health Assessment policy. The examiner performing the health assessment shall complete and sign the health assessment form and any recommendations concerning the student shall be made in writing.

b. The results of a chest x-ray may be accepted in lieu of a tuberculin skin test, with the approval of the Nursing Supervisor.

b. Students with a history of a positive Mantoux tuberculin skin test shall have either documentation of a satisfactory follow-up chest x-ray or documentation of completion of a proper course of medical treatment.

c. Board of Education

Policy Guide

Students

WELFARE

ADMINISTRATIVE REGULATIONS ON
HEALTH ASSESSMENTS (continued) **5510AR**

V. Procedure for Notification of Parent/Guardian Regarding Health Assessment Requirements

a. Parents of students registering for school will be given the State of Connecticut Health Assessment form and parent letter regarding health assessment requirements.

At the time of registration, a "Requirement for Registration" form will be signed by the parent or guardian to acknowledge the health assessment requirements if an acceptable health assessment is not presented at the time of registration. The parent or guardian signature will be obtained by the nurse or, in the absence of the nurse, by the Principal or his designee.

b. For grades Six (6) and Ten (10):

- In May, the nurse sends State of Connecticut Health Assessment Form and notification letter to parents who have children who will enter grade six the next school year.

- In September, the nurse sends State of Connecticut Health Assessment Form and notification letter to parents who have children in grade ten in the public schools.

- In November, nurse sends reminder letter to parents of sixth and tenth

graders if the required health assessment has not yet been received. This letter includes information regarding making application for a health assessment to be done in school if parent desires. Nurse sends additional reminders to parents later in the school year as needed.

- Nurse will attempt to secure all required health assessments prior to the end of the school year and will prepare a list of any students not in compliance prior to the end of the school year. Nurse will submit list to Nursing Supervisor who will recommend to Superintendent or Principal that an additional notice be sent to parents of these students. Nurse will keep list accessible to verify compliance prior to the start of the next school year.

c. For Interscholastic Sports:

- Athletic department personnel will notify potential sports participants of health assessment requirement, provide them with the appropriate form, and provide nurse with a roster.

- Health assessments will be submitted to the school nurse. Nurse will notify athletic department personnel of those students who may not participate in a sport due to lack of a satisfactory health assessment.

d. Review of Health Assessments by School Nurse

- The School Nurse shall review each health assessment and make recommendation to parents for further evaluation of abnormal results as needed. The School Nurse shall inform the principal and/or other appropriate school personnel of recommendations made on a student's health assessment when indicated.

e. Incomplete Health Assessments

- Incomplete health assessments shall be returned to the parent with a letter

from the school nurse indicating the information needed for completion. Health assessments done on or after August 15, 2005 which do not contain all information in III a. (above) shall be returned to the parent for completion in the same manner. No student shall be permitted to enter or continue to attend school or participate in sports until the required health assessment is complete.

f. Recording of Health Assessments

- Each health assessment received shall be recorded on and stored in the student's Cumulative Health Record.

Board of Education
Policy Guide

Student

WELFARE

ADMINISTRATIVE REGULATIONS ON
HEALTH ASSESSMENTS (continued) 5510AR

VI. Exchange Student Programs

For exchange students participating in an established exchange program, health assessments done by a physician authorized to practice medicine in the exchange student's home country may be accepted. Acceptable health assessment dates for exchange students are the same as those required for other students and must meet tuberculosis testing requirements contained in these policy and administrative regulations.

Approved 6/27/2006
Revised 3/12/2007

Students

Welfare

IMMUNIZATIONS 5511

In accordance with Connecticut General Statutes the Board of Education shall require each student to be protected by adequate immunizations against diphtheria, pertussis, tetanus, poliomyelitis, measles, mumps, rubella, hemophilus influenzae type b, hepatitis B and chicken pox (varicella) (unless medically contraindicated or failure to do so is based upon exercise of the rights of freedom of religion

as provided in the United States and Connecticut Constitutions and in the Connecticut General Statutes).

Legal Reference: Connecticut General Statutes
10-204 Vaccination
10-204a Required immunizations as amended by PA 96-244
10-204c Immunity from liability

Approved 8/27/04

Students

Welfare

ADMINISTRATIVE REGULATIONS
ON IMMUNIZATIONS **5511AR**

A complete immunization record must be presented before a child enters school. For all students, this record must show dates of adequate immunization against:

- diphtheria;
- pertussis;
- tetanus;
- poliomyelitis (initial series plus booster given on or after the fourth birthday); and
- measles, mumps, and rubella (a dose given on or after the first birthday).

Additionally,

- Children under age five (5) must also show a record of adequate immunization against haemophilus influenzae type b (HIB) (a dose given on or after the first birthday).
- A second dose of measles vaccine is required for students who are or have been enrolled in kindergarten on or after August 2000, and for students who are or have been in grade seven (7) after September 1992.
- Children born January 1, 1994, or later, must show a record of adequate immunization against hepatitis B (3-dose series). Children born before January 1, 1994, who are enrolled in grade seven (7) on or after August 2000, must show a record of at least one (1) dose of hepatitis B vaccine. Children born before January 1, 1994, who are or have been enrolled in grade eight (8) on or after August 2001, must show a record of adequate immunization against hepatitis B (3-dose series).

- A record of adequate immunization against chicken pox (varicella) is required for all students born January 1, 1997, or later, and for students born before January 1, 1997, who are or have been enrolled in grade seven (7) on or after August 2000. Alternatively, a written statement signed and dated by a physician, physician's assistant, or advanced practice registered nurse, indicating that the student has had chicken pox, will be accepted.

Under certain circumstances, proof of immunity based upon specific blood testing is acceptable in lieu of immunization. Contact your child's school nurse for further information.

Students

Welfare

ADMINISTRATIVE REGULATIONS
ON IMMUNIZATIONS (continued) 5511AR

Connecticut State Statutes permit exemptions from receiving immunizations if vaccination is medically contraindicated and such contraindication is certified by a physician and is in accordance with the provisions of state law or if immunization is contrary to the religious beliefs of the child and there is a parental or custodial statement to that effect. A written statement is needed. For further information, contact your child's school nurse.

8/27/04

Students

Welfare

CHRONIC INFECTIOUS DISEASE 5512

It is the belief of the Fairfield Board of Education that all children in Fairfield have a constitutional right to a free, suitable program of education experiences.

As a general rule, a child with a chronic infectious disease will be allowed, with the approval of the child's physician, to attend school in a regular classroom setting and will be considered eligible for all rights, privileges, and services provided by law and existing policy of the Fairfield Public Schools.

It is also the policy of the Fairfield Board of Education to provide education relative to chronic infectious disease.

Legal Reference: Connecticut General Statutes
Education for Children with Disabilities, 20 USC 1400, et seq. Section 504 of the Rehabilitation Act of 1973, 29 USC 706(7)(b)
Americans with Disabilities Act
The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 USC 1232g, 45 CFR 99
10-76(d)(15) Duties and powers of boards of education to provide special education programs and services
10-154a Professional communications between teacher or nurse student
10-207 Duties of medical advisors
10-209 Records not to be public
10-210 Notice of disease to be given parent or guardian
19a-221 Quarantine of certain persons
19a-581 through 585 AIDS testing and medical information

Approved 8/27/04

Students

Welfare

ADMINISTRATIVE REGULATIONS ON
CHRONIC INFECTIOUS DISEASE **5512AR**

The school will respect the right to privacy of the individual and maintain strict confidentiality of any records containing health information. Therefore, knowledge that a child has a chronic infectious disease will be confined to those persons with a direct need to know and who are authorized by the parent or guardian. Those persons will be provided with appropriate information concerning the child's needs and confidentiality requirements.

The school nurse, with the written permission of the parent or guardian, will function as (a) the liaison with the child's physician, (b) the child's advocate in the school, and (c) the coordinator of services provided by other staff. Health records containing chronic infectious disease information will be maintained in a separate, locked health file at the office of the School Nurse Supervisor. Access to these records will be limited to authorized personnel.

Based upon individual circumstances, special programming may be warranted.

A child with a chronic infectious disease may need to be removed from the classroom for his protection

when other communicable diseases (e.g., measles or chicken pox) are occurring in the school population. The decision will be made by the child's physician and parent or guardian in consultation with the school nurse or school medical advisor.

Under certain circumstances, a child with a chronic infectious disease might pose a risk of transmission to others. If any such circumstances exist, the parent or guardian will be notified. The school medical advisor, in consultation with the school nurse and the child's physician, must determine whether a risk of transmission exists in the school. If it is determined that a risk exists, the student shall be removed from the classroom.

A child with a chronic infectious disease may be temporarily removed from the classroom for the reason stated in paragraph #4 or #5 until an appropriate school program adjustment can be made, an appropriate alternative education program can be established, or the medical advisor determines that the risk has abated and the child can return to the classroom.

- Removal from the classroom will not be construed as the only response to reduce the risk of transmission. School personnel should be flexible in developing alternatives and should attempt to use the least restrictive means to accommodate the child's needs.
- In any case of temporary removal of the student from the school setting, state regulations and school policy regarding homebound instruction will apply.

Students

Welfare

ADMINISTRATIVE REGULATIONS ON
CHRONIC INFECTIOUS DISEASE (continued) 5512AR

Each removal of a child with a chronic infectious disease from normal school attendance will be reviewed by the school medical advisor in consultation with the parent or guardian and the student's physician at least once every month to determine whether the condition precipitating the removal has changed.

All staff will be trained in accordance with OSHA regulations in cleaning up blood or other body fluid accidents. Universal precautions will be followed.

In a medical emergency, if a parent or guardian is not available, the school nurse or other professional who knows the child's diagnosis may disclose this information directly to emergency service personnel or to a physician in order to ensure appropriate medical treatment.

8/27/04

Students

Welfare

PSYCHOTROPIC DRUG USE 5513

In conformity with state statute, the Fairfield Board of Education prohibits all school personnel from recommending the use of psychotropic drugs for any student enrolled within the school system. However, school health and mental health personnel [1] may recommend that a student be evaluated by an appropriate medical practitioner. Further, upon the consent of the student's parent or guardian, school personnel may consult with the medical practitioner regarding such use.

The Board recognizes that the refusal of a parent or guardian or other person having control of a child to administer or consent to the administration of any psychotropic drug to the child shall not, in and of itself, constitute grounds for the Department of Children and Families (DCF) to take such child into custody or for any court of competent jurisdiction to order that such child be taken into custody by the department, unless such refusal causes such child to be neglected or abused, as defined in Connecticut General Statute 46b-120.

The Superintendent of Schools or designee shall promulgate this policy to district staff and parents or guardians of students annually and upon the registration of new students.

Legal Reference: Connecticut General Statutes
PA 01-124 An Act Concerning Recommendations for and Refusals of the Use of Psychotropic Drugs by Children and Utilization Review Determinations Related to Mental and Nervous Conditions
46b-120 Definitions

Approved 8/27/04

Students

Welfare

ADMINISTRATIVE REGULATIONS ON

ADMINISTRATION OF MEDICATION IN THE SCHOOLS 5514AR

Procedures for Administration of Medication by School Personnel

The Policy and Administrative Regulations will be reviewed and revised as needed, but at least biennially, by the Fairfield Board of Education with the advice and assistance of the School Medical Advisor, School Nursing Supervisor, and the Fairfield Board of Health. The Policy and Administrative Regulations, when revised, shall be submitted to the State of Connecticut Department of Health Services for review and approval.

The Fairfield Board of Education will distribute annually the current policies and procedures for Administration of Medications by School Personnel to those personnel responsible for giving medications to students.

Nursing coverage will be provided during the hours of greatest need to administer medications to the greatest extent possible.

Conditions Under Which Medications are to be Administered in School

Prescribed medications shall be administered in school only when it is not possible to achieve the desired effects by home administration. Long-lasting medications are encouraged whenever appropriate.

Written orders from an authorized prescriber must be obtained before the initial dose of a medication is given in school. Verbal orders are not permitted. An authorized prescriber means a physician, dentist, advanced practice registered nurse, or physician's assistant.

Written authorization of a parent or guardian must be obtained before the initial dose is given. Verbal authorization is not permitted.

Parents or guardians who request medication administration in school for their child shall provide informed consent for necessary communications between the prescriber and the school nurse to ensure that medication administration is provided safely and according to professional standards of practice.

- The parent or guardian authorization form for medication administration shall include permission for appropriate communications between the school nurse and prescriber related to the medication order.

Students

Welfare

ADMINISTRATIVE REGULATIONS ON
ADMINISTRATION OF MEDICATION IN THE SCHOOLS 5514AR
(continued)

Conditions Under Which Medications are to be Administered in School (continued)

- Appropriate communications between the school nurse and prescriber normally include, but may not be limited to, the prescription itself (e.g., questions regarding dosage, method of administration, potential drug interactions) and implementation of the treatment in school (e.g., safety concerns or modifications in the order related to the student's academic schedule).
- Student outcomes related to the medication (e.g., possible side effects).
- The parent or guardian shall be notified of such school nurse-prescriber communications. Preferably, such parent or guardian notification shall be made prior to the communication.
- The parent or guardian shall be included in decisions regarding changes in the medication order and/or medication plan.

Prescribed medication shall be administered to and taken by only the person for whom the prescription has been written.

Principals and teachers who have been properly trained may administer oral, topical, inhalant, or intranasal medications. Injectable medications may be administered by a principal or teacher who has been properly trained**,** in the case of a medically diagnosed acute and severe allergic condition that may require prompt treatment to protect the student against serious harm or death.

Qualified principals and teachers may administer emergency medications according to Policy 5515 Protocol for Emergency Medications approved by the school medical advisor and the Board of Education.

Investigational drugs may not be administered by principals or teachers. "Investigational drug" means any medication with an approved investigational new drug (IND) application on file with the Food and Drug Administration (FDA) which is being scientifically tested and clinically evaluated to determine its efficacy, safety, and side effects and which has not yet received FDA approval.

All controlled drugs currently listed in schedules II through V of the Regulations of Connecticut State Agencies, Section 21a-243-8 through 21a-243-11, may be administered in school.

Students

Welfare

ADMINISTRATIVE REGULATIONS ON ADMINISTRATION OF MEDICATION IN THE SCHOOLS 5514AR (continued)

Obtaining Written Medical Orders for Administration of Medications

The authorized prescriber's written medical orders must specify the condition for which the drug is to be administered, the name of the drug, dosage, route of administration, time and frequency of administration, any side effects to be observed and plan for management, and duration of treatment. The signature of the authorized prescriber must be on the medical order. A special form is available for

medical orders. However, orders written on the authorized prescriber's prescription paper are also acceptable.

The duration of the written medical order may not exceed the current school year.

An authorized prescriber's verbal order, including a telephone order, for a change in the dosage, frequency, time or duration of medication administration may be accepted when the original medication order is already on file and current. A verbal order can be received only by a school nurse. Any such verbal order must be followed by a written order within three (3) school days.

The nurse must examine on-site any new medication, medication order, and parental or custodial permission form and develop a medication administration plan for the student before any medication is given.

Medication Emergencies

A medication emergency is an untoward reaction of a student to medication.

In the event of a medication emergency, the authorized prescriber, or the student's private physician, will be immediately contacted for instructions. An ambulance will be called if the untoward reaction involves significant cardiac, respiratory, or neurological involvement.

In the absence of the school nurse, the principal shall call the authorized prescriber or the student's physician for instruction, or shall call an ambulance if the student shows signs of significant cardiac, respiratory, or neurological involvement.

The University of Connecticut Health Center Poison Control number shall be posted at all telephones with outside lines in the school main office and health office for use as needed.

Students

Welfare

ADMINISTRATIVE REGULATIONS ON
ADMINISTRATION OF MEDICATION IN THE SCHOOLS 5514AR
(continued)

Medication Emergencies (continued)

The telephone number of the ambulance shall be posted at all telephones with outside lines in the school main office and health office.

Training of School Personnel

The school nurse shall provide initial training to principals and teachers who might administer medications. This training will be reviewed and updated with these principals and teachers at least annually by the school nurse. Two (2) or more personnel will be encouraged by the principal in each school to receive training in the administration of medications. Only principals and teachers who have received proper training from the school nurse shall be so designated.

The school nurse shall maintain and annually update documentation of personnel in each school who have received training in administration of medications. A copy of this documentation will be submitted by the school nurse to the nursing supervisor.

Training of school personnel in the administration of medications to students shall include:

- the procedural aspects of medication administration, safe handling and storage of medications, and recording;
- the medication needs of specific students, medication idiosyncrasies, desired effects, potential side effects, or untoward reactions; and
- semiannual review of administration of injectable medications with an Epipen in medical emergency situations with qualified school personnel.

Licensed Practical Nurses (LPN) who administer medication to students will have had one of the following:

- training in administration of medications as part of their basic nursing program;
- successful completion of a pharmacology course and subsequent supervised experience; or
- supervised experience in medication administration while employed in a health care facility.

Students

Welfare

ADMINISTRATIVE REGULATIONS ON
ADMINISTRATION OF MEDICATION IN THE SCHOOLS 5514AR
(continued)

Self-Administration of Medications

"Self-administration of medication" means that a student is able to identify and select the appropriate medication by size, color, amount, or other label identification; knows the purpose, frequency, and time

of day for which the medication is ordered; and consumes the medication appropriately.

Students who are able to self-administer medication may do so provided that:

- An authorized prescriber must provide a written order for self-administration;
- A parent or guardian must provide written authorization for self-administration;
- The school nurse has evaluated the situation and deemed it to be safe and appropriate, has documented the same on the student's cumulative health record, and has developed a plan for general supervision of self-administration by the student.

  General supervision of the student by the nurse will be carried out and documented in the student's cumulative health record. Supervision will include ascertaining that the student is self-administering the medication correctly as ordered by the authorized prescriber, is maintaining the medication safely under his control while in school, and is not suffering any untoward effects from the medication;

- The principal and appropriate teachers are informed by the school nurse that the student is self-administering prescribed medication; and
- Such medication is transported to school and maintained under the student's control in its original container and in such a manner as to render it safe and effective.

Students

Welfare

ADMINISTRATIVE REGULATIONS ON
ADMINISTRATION OF MEDICATION IN THE SCHOOLS 5514AR
(continued)

Handling, Storage, and Disposal of Medications

All medications, except those approved for transporting by students for self-medication, shall be delivered to the school by the parent or guardian or other responsible adult and shall be received by the nurse assigned to the school.

All medications except those approved for keeping by the students for self-medication, shall be kept in a designated locked container, cabinet, or closet used exclusively for the storage of medications. Controlled substances shall be stored separately from other drugs and substances in a separate, secure, substantially constructed locked metal or wood cabinet.

Access to all stored medications shall be limited to the nurse and school personnel who are authorized to administer medications. Each school shall maintain a current list of such persons.

All medications, prescription and non-prescriptions, shall be stored in their original container and in such a manner as to render them safe and effective. Non-prescription medications must be labeled with the student's name and grade.

Medications requiring refrigeration shall be stored in a locked container in the refrigerator at no less than 36 degrees and no more than 46 degrees Fahrenheit. The refrigerator will contain a thermometer and the temperature will be read and recorded daily by the nurse or school health aide.

All unused, discontinued, or obsolete medications that are non-controlled drugs shall be removed from storage areas and either returned to the parent or guardian or, with the permission of the parent or guardian, destroyed. All non-controlled drugs that are not picked up by the parent or guardian within one (1) week of notification by the school nurse that the drugs are unused, discontinued, obsolete, or are not picked up by the last day of school, will be destroyed.

Non-controlled drugs shall be destroyed by the school nurse in the presence of at least one (1) witness and this action documented in the student's cumulative health record.

Students

Welfare

ADMINISTRATIVE REGULATIONS ON
ADMINISTRATION OF MEDICATION IN THE SCHOOLS 5514AR
(continued)

Handling, Storage and Disposal of Medications (continued)

All unused, discontinued, or obsolete medications that are controlled drugs shall be removed from storage areas and returned to the parent or guardian. Controlled drugs that are not picked up by the parent or guardian within one (1) week of notification by the school nurse that the drugs have been discontinued or is obsolete shall be disposed of according to instruction obtained by the school nurse from the Drug Enforcement Administration (DEA) or its authorized agent.

No more than a forty-five (45) day supply of a medication for one student shall be stored at school.

No medication shall be stored in school without a current written order from an authorized prescriber.

Documentation and Record Keeping

Each school shall maintain a medication administration record for each student who receives medication in school. This record must include the student's name, medication name, condition for which the medication has been prescribed, dosage, route of administration, frequency and time of administration, name of authorized prescriber, date on which the medication was ordered, the quantity of medication received (medication inventory), and any allergies to food and/or medicine. Each student's medication administration record will be prepared by the school nurse with the above information.

The medication administration record will contain documentation of each dose of medication administered, including the date and time of administration, dose or amount of the drug administered, or omission and reason for the omission, and the full legal signature of the nurse, principal, or teacher responsible for administering the medication.

Transactions on the medication administration record are recorded in ink and shall not be altered. If an error is made in recording on the medication administration record, a single line shall be drawn through the error and initialed by the nurse, principal, or teacher who made the error.

Students

Welfare

ADMINISTRATIVE REGULATIONS ON ADMINISTRATION OF MEDICATION IN THE SCHOOLS 5514AR (continued)

Documentation and Record Keeping (continued)

The written order of the authorized prescriber, the written authorization of the parent or guardian, and the current medication administration record shall be kept in a binder or folder for use at the time of administration of the medication. The authorized prescriber's order, parent or guardian authorization, and completed medication administration record will be filed in the student's cumulative health folder upon expiration of the medication order or at the end of the school year, whichever comes first.

See also the Controlled Drug Records Policy and Procedure available at each site.

The school nurse shall maintain a current schedule of all medications to be administered by school personnel and a current schedule of all medications self-administered by students.

Errors in Medication Administration

A medication error includes failure to administer medication to a student as ordered, failure to administer medication within the ordered time period, failure to administer the correct medication or the correct dosage of medication by the correct route, or failure to administer the medication according

to generally accepted standards of practice. A medication error also includes the administration of a medication to a student, which is not ordered.

In the event of a medication error, the authorized prescriber and the school nurse shall be immediately notified. The student shall be assessed by the school nurse for any possible untoward effects from the medication error.

The school nurse shall obtain verbal instruction for medical treatment following the medication error from the authorized prescriber. These instructions shall be followed by a written order within three (3) school days. If any untoward effects occur from the medication error that involves significant cardiac, respiratory, or neurological involvement, an ambulance will be called.

The student's parent or guardian shall be notified of any medication error as soon as possible after the error is discovered.

Students

Welfare

ADMINISTRATIVE REGULATIONS ON
ADMINISTRATION OF MEDICATION IN THE SCHOOLS 5514AR
(continued)

Errors in Medication Administration (continued)

In the event of a medication error a report shall be completed using the *Accident Report Form* authorized by the Board of Education. An error in the administration of medication shall be documented in the student's cumulative health record.

Supervision

The school nurse is responsible for general supervision of all aspects of the administration of medications in the school(s) to which that nurse is assigned.

The school nurse reviews all medication orders and changes in orders and communicates these to school personnel authorized to give medications.

The school nurse sets up a plan to ensure that medications are given as ordered.

The school nurse provides training to principals, teachers, and other licensed personnel in the administration of medications and supports and assists them in implementing their related responsibilities.

The school nurse supervisor will provide professional assistance in the absence of the regular school nurse, when consultation is needed by principals or teachers responsible for administration of medications.

The school nurse will review all documentation pertaining to the administration of medications by school personnel on a monthly basis.

The school nurse will observe, on-site, the administration of medication by teachers and principals who are newly trained.

Students

Welfare

ADMINISTRATIVE REGULATIONS ON ADMINISTRATION OF MEDICATION IN THE SCHOOLS 5514AR (continued)

Liability

No school nurse or other nurse, principal or teacher, shall be liable to a student or parent or guardian of a student for civil damages for any personal injuries that result from acts or omissions of such school nurse or other nurse, principal or teacher, in administering medicinal preparations that may constitute ordinary negligence. This immunity shall not apply to acts or omissions constituting gross, willful, or wanton negligence.

8/27/04

Students

Welfare

PROTOCOL FOR EMERGENCY MEDICATIONS 5515

EPINEPHRINE

Anaphylactic Reaction

Anaphylactic Reaction may occur following:

- the administration of medication;
- ingestion of, inhalation of, or contact with food or other substance;
- insect bite, or sting; or
- exercise.

When an anaphylactic reaction is considered likely, epinephrine should be administered immediately.

Epinephrine will be maintained in each school to be administered for treatment of anaphylaxis by the following school personnel: the nurse, or, in the absence of the nurse, a qualified principal, teacher**,** occupational therapist or physical therapist. The nurse will review the use of epinephrine at least semiannually in the fall and spring with qualified principals, teachers, occupational therapists and physical therapists. Medicinal preparations administered by injection shall be consistent with provisions of the Needlestick Safety Act and pertinent OSHA regulations.

Common Symptoms of Anaphylaxis: Administer epinephrine immediately if symptoms pertaining to any system marked with an asterisk (*) occur or if skin symptoms are combined with neurological symptoms.

System	Symptom
* Mouth	Itching and swelling of the lips, tongue, and/or mouth
*Throat	Itching, swelling, or sense of tightness in the throat; hoarseness, repetitive throat clearing, difficulty swallowing
Skin	Itchy rash, hives, and/or swelling about face and extremities
* Gastrointestinal	Nausea, vomiting, abdominal cramps, and/or diarrhea
* Respiratory	Shortness of breath; repetitive cough; wheeze; chest tightness; cyanosis; repetitive sneezing
* Cardiovascular	Increased heart rate, “thready” pulse, low blood pressure, dizziness or faintness
Neurological	Feeling of impending doom; apprehension; weakness

Students

Welfare

PROTOCOL FOR EMERGENCY MEDICATIONS 5515

EPINEPHRINE (continued)

Epinephrine Dosage

Dosage: Children in third grade and older and adults: 0.3 mg. (supplied as Epipen auto-injector).

Children two (2) years to second grade: 0.15 mg. (supplied as Epipen, Jr. auto-injector).

Children under two (2) years: 0.05 to 0.1 mg. (0.01 mg. per Kg of body weight). (Supplied as ampoules of epinephrine l:1000) Refer to dosage chart below:

Child's Weight Kgs	lbs.	Dose 0.01 mg / kg	Amount (ml) To Draw Up Using Tuberculin Syringe
5.5 Kg & under	12 lbs. & under	0.05mg	0.05 ml
5.9 Kg	13 lbs.	0.06 mg	0.06 ml
6.4 Kg	14 lbs.	0.06 mg	0.06 ml
6.8 Kg	15 lbs.	0.07 mg	0.07 ml
7.3 Kg	16 lbs.	0.07 mg	0.07 ml
7.7 Kg	17 lbs.	0.08 mg	0.08 ml
8.2 Kg	18 lbs.	0.08 mg	0.08 ml
8.6 Kg	19 lbs.	0.09 mg	0.09 ml
9.1 Kg	20 lbs.	0.09 mg	0.09 ml
9.5 Kg	21 lbs.	0.1 mg	0.1 ml

Epinephrine dosage may be repeated in (15-20) **10** minutes if no improvement or if further deterioration has occurred.

Route of Administration: Intramuscular or Subcutaneous (IM or SC)

Preferred Site: Anterolateral thigh. If anterolateral thigh cannot be used, use deltoid. Avoid use of buttocks.

Students

Welfare

PROTOCOL FOR EMERGENCY MEDICATIONS 5515

EPINEPHRINE (continued)

Contraindications to use of epinephrine: There are no absolute contraindications to the use of epinephrine in a life-threatening situation. Hyperthyroid individuals, individuals with cardiovascular disease, hypertension, or diabetes, elderly individuals, pregnant women, and children under 30 kg (66 lbs.) may be theoretically at greater risk of developing adverse reactions after epinephrine administration. Despite these concerns, epinephrine is essential for the treatment of anaphylaxis.

After administration of epinephrine, call an ambulance and notify the parent or guardian. Anaphylactic reactions can subside then reoccur up to several hours later after epinephrine is given. Victim must receive medical attention even if initial symptoms subside. When calling the ambulance, state that anaphylaxis is suspected and request ALS personnel.

The nurse or person qualified to administer epinephrine should accompany the victim in the ambulance unless ambulance personnel are qualified to administer epinephrine.

If the victim has an apparent allergic reaction which does not indicate the need for epinephrine, (i.e., a reaction involving only the skin, or involving only a feeling of apprehension, impending doom, or weakness) observe, contact the parent or guardian, and refer to private physician for follow-up care.

For a student with a known allergy to food or insect bites/stings, refer to medical orders from student's private physician and student's Individualized Health Care Plan. If orders from private physician are not available, proceed as follows:

I. If a child with an allergy to a food thinks he thinks he ate the food or knowingly ate the food,

- observe child for at least two (2) hours for any signs of a reaction;
- notify the parent or guardian and urge the parent or guardian to contact the child's physician; and
- if any symptoms occur indicating need for epinephrine:

a) administer epinephrine;
b) transport to hospital via ambulance for further management;
c) contact the parent or guardian;
d) observe vital signs;
e) position to prevent shock; and
f) CPR will be performed as indicated.

Students

Welfare

PROTOCOL FOR EMERGENCY MEDICATIONS 5515

EPINEPHRINE (continued)

II. If a child with a known insect sting allergy (either being treated with immunotherapy or not being treated) is stung,

- treat the site of the sting (see *Bites-Insect Stings* in the Fairfield School Health Manual);
- notify the parent or guardian and urge the parent or guardian to contact the child's physician;
- observe patient for one (1) hour for signs of anaphylaxis; and
- if any symptoms occur indicating need for epinephrine:

a) administer epinephrine;
b) transport to hospital via ambulance for further treatment;
c) contact the parent or guardian;
d) observe vital signs;
e) position to prevent shock; and
f) CPR will be performed as indicated.

Severe Asthma

For severe asthma that is not relived by positioning, pursed lip breathing, relaxation, prescribed medication, or by emergency interventions specified in the student's Individualized Health Care Plan (e.g., nebulizer treatment), observe the following protocol:

- Call an ambulance and notify the parent or guardian;
- If student exhibits signs of severe respiratory distress, the nurse shall administer epinephrine.

<u>Indicators of severe respiratory distress include</u>:
-Victim is unable to speak in complete sentences without taking a breath
-Lips, nails, mucous membranes are gray or blue
-Severe retractions and/or nasal flaring
-Absent or minimal breath sounds
-Reduction in wheezing not accompanied by improvement in general condition
-Deterioration in energy and level of consciousness
-Severe restlessness
-Tachypnea-respiration greater than 30/minute
-Tachycardia-pulse greater than 120/minute

- Administer CPR if indicated.

Students

Welfare

PROTOCOL FOR EMERGENCY MEDICATIONS 5515

EPINEPHRINE (continued)

Severe Asthma (continued)

Epinephrine Dosage

Dosage: Children in third grade and older and adults: 0.3 mg. (supplied as Epipen auto-injector).

Children two (2) years to second grade: 0.15 mg. (supplied as Epipen, Jr., auto-injector).

Children under two (2) years: 0.05 to 0.1 mg. (0.01 mg. per Kg of body weight). (Supplied as ampoules of epinephrine 1:1000.) Refer to dosage chart below:

Child's Weight		Dose	Amount (ml) To Draw Up
Kgs.	lbs.	0.01 mg/kg	Using Tuberculin Syringe
5.5 Kg & under	12 lbs. & under	0.05 mg	0.05 ml
5.9 Kg	13 lbs.	0.06 mg	0.06 ml
6.4 Kg	14 lbs.	0.06 mg	0.06 ml
6.8 Kg	15 lbs.	0.07 mg	0.07 ml
7.3 Kg	16 lbs.	0.07 mg	0.07 ml
7.7 Kg	17 lbs.	0.08 mg	0.08 ml
8.2 Kg	18 lbs.	0.08 mg	0.08 ml
8.6 Kg	19 lbs.	0.09 mg	0.09 ml
9.1 Kg	20 lbs.	0.09 mg	0.09 ml
9.5 Kg	21 lbs.	0.1 mg	0.1 ml

Epinephrine dosage may be repeated in (15-20) 10 minutes if no improvement or if further deterioration has occurred.

Route of Administration: IM or SC

Preferred Site: Anterolateral thigh. If anterolateral thigh cannot be used, use deltoid. Avoid use of buttocks.

Students

Welfare

PROTOCOL FOR EMERGENCY MEDICATIONS 5515

EPINEPHRINE (continued)

Severe Asthma (continued)

Contraindications to use of epinephrine: There are no absolute contraindications to the use of epinephrine in a life-threatening situation. Hyperthyroid individuals, individuals with cardiovascular disease, hypertension, or diabetes, elderly individuals, pregnant women, and children under 30 kg (66 lbs.) may be theoretically at greater risk of developing adverse reactions after epinephrine administration.

INSTANT GLUCOSE

Diabetic Hypoglycemic Reaction or Insulin Shock

1. Assess the victim for signs of hypoglycemic reaction or insulin shock. Symptoms may include dizziness, nervousness or trembling, incoherent speech, confusion, weakness, moist, pale skin, drowsiness, headache, intense hunger, blurred vision, poor coordination, abdominal pain, or nausea. If no specific order for blood testing, and it is uncertain whether student is having a hypoglycemic reaction, TREAT.

   If the reaction is severe (unconsciousness or convulsions), call an ambulance. If able to react and swallow, give sugar, instant glucose, or other fast-acting carbohydrate per Individualized Health Care Plan (e.g., juice or regular soda pop) for the student as long as the student is conscious. The student may need coaxing to eat. If non-responsive, do not administer anything by mouth and administer first aid for victim in an unconscious state.

   If fast-acting carbohydrate is needed and the victim does not have his or her own supply, administer Insta-Glucose Glucose Gel. Dosage for Insta-Glucose Glucose Gel: Entire contents of tube by mouth (delivers 24 grams of carbohydrate). Repeat every 10 minutes if needed.

   Give complex carbohydrate food (e.g., 4 peanut butter crackers or ½ meat sandwich) per Individualized Health Care Plan when blood sugar stabilized / symptoms dissipated or when blood sugar/symptoms continue deviant after 45 minutes of treatment with fast-acting carbohydrate.

2. Call an ambulance unless prompt recovery.

3. Notify the parent or guardian.

Approved 8/27/04
Revised and Approved 1/22/08

Students

Welfare

MANAGEMENT OF FOOD ALLERGIES IN SCHOOLS 5516

The Fairfield Board of Education recognizes the increasing prevalence of potentially life-threatening food allergies among children. Effective management of food allergies in the school setting includes implementing strategies for avoidance of offending foods by allergic children and emergency planning to ensure prompt identification and treatment of allergic reactions that may occur. The Board supports the education of school personnel, students, and parents or guardians regarding food allergy management to maintain a safe school environment for allergic children.

Approved 8/27/04

Students

Welfare

ADMINISTRATIVE REGULATIONS ON
MANAGEMENT OF FOOD ALLERGIES IN SCHOOLS 5516AR

The goal of the following administrative regulations is to assist an identified allergic student* in avoiding exposure to allergens. It is recognized, however, that the school district cannot guarantee the elimination of allergens from the school environment.

Recognizing that peanuts, peanut products, tree nuts, and tree nut products can be associated with the most severe types of allergic reactions, they shall not knowingly be used for instructional purposes.

Recognizing the need for reliable communications from all student locations to the school office, all schools shall have a facility-specific communications system, such as a walkie-talkie, available to summon help to any location in an emergency during the time classes are in session. If an emergency occurs during an activity that takes place at a time other than when classes are in session, emergency medical services shall be utilized by calling (9) 9-1-1.

School personnel will not attempt to determine whether foods brought to school are safe for an allergic child to consume.

School personnel will implement, in collaboration with the school nurse, parent or guardian, and student a written plan for the avoidance of offending foods by an identified allergic student. This plan will be communicated to all personnel with whom the student has contact during the school day including the bus driver(s) if transportation is provided. Specific provision will be made to share the plan with substitute personnel. (Please refer to the School Nurse's Role in Management and Emergency Planning.)

Recognizing the need for identified students to avoid specific allergens, the elements of a plan may include, but are not limited to, the following provisions, as may be warranted by the needs of the individual identified allergic student:

- The provision to provide the parent or guardian, staff, and students with detailed information regarding the ingredients of the school lunch.

- The provision of an identified allergen-free table in the school cafeteria which is thoroughly washed prior to the first lunch shift and in between lunch shifts.

Students

Welfare

ADMINISTRATIVE REGULATIONS ON
MANAGEMENT OF FOOD ALLERGIES IN SCHOOLS 5516AR
(continued)

- The provision for washing classroom desktops as necessary to remove identified allergens.

- The provision for staff and students who have been in contact with an allergen to wash thoroughly before resuming contact with an allergic student.

- The provision on field trips, if an allergic student will eat lunch or snacks other than those brought from home, for the menu to be reviewed by the parent or guardian prior to the trip to determine whether the child may eat the food. If the parent or guardian is unable to make the

determination or the menu is unavailable, the parent or guardian will send a safe food on the trip with the student. High school students may be able to make their own safe choices. Epinephrine shall accompany the allergic student on field trips and be readily available. A communication system for calling an EMS shall be available at all times on field trips.

- The provision for all classroom lessons in art, family and consumer science, mathematics, and other subjects that use food for instructional purposes to not knowingly include offending foods when an allergic student is present.

- The provision for epinephrine to be available as required by the severity of the student's allergy.

8/27/04

Students

Welfare

REPORTING OF CHILD ABUSE AND NEGLECT 5517

In compliance with Connecticut General Statutes, the Fairfield Board of Education recognizes all professional and paraprofessional school employees as mandated reporters in all suspected cases of child abuse and neglect in and out of school. In order to protect children from injury, abuse, and neglect any suspicion of such must be immediately reported by such an employee to his immediate supervisor, the agency designated by State Statutes, and to the Superintendent or designee.

Legal Reference: Connecticut General Statutes:

17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surroundings without court order (as amended by PA 96-246 and PA 00-220)

17a-101a Report of abuse or neglect by mandated reports

17a-106 Cooperation in relation to prevention, identification, and treatment of child abuse/neglect

10-151 Teacher Tenure Act

CREF 4400

Approved 8/27/04

Students

Welfare

SUICIDE 5518

In compliance with the Connecticut General Statutes, the Fairfield Board of Education recognizes suicide as one of the leading causes of death among young people and acknowledges the need to make every reasonable effort to identify potentially suicidal students or employees, and to provide referral procedures that guide those concerned to an appropriate agency for assessment and counseling.

Therefore, any school employee or student with knowledge of a suicide threat or intent is directed to report this information to the building principal, counselors, members of the Student Assistant Team, or any other qualified person, who, in turn, will notify the appropriate school official, the individual's family, and appropriate resource services.

Legal Reference: Connecticut General Statutes 10-221e Boards of Education to prescribe rules

Approved 8/27/04

Students

Welfare

ADMINISTRATIVE REGULATIONS ON SUICIDE 5518AR

Intervention Procedures

<u>Intervention procedures for students determined to be at risk for suicide (ideation to attempt):</u>

- Contact the student
- Refer the student to in-service resource:
  - school psychologist
  - school social worker
  - guidance counselor
  - school nurse

- Contact the parent or guardian
- Refer the student and family to out-of-school resources:
  - Child Guidance Center
    180 Fairfield Avenue
    Bridgeport, CT 06604
    (866) 242-7818, toll-free
  - St. Vincent's Hospital Emergency Room
  - Bridgeport Hospital Emergency Room
- Other options as warranted by the circumstances

Once the information has been verified, the building administrator or designee shall use the following intervention procedures as a response for crisis / suicide / death:

DAY ONE

- Contact the building crisis team (SAT may serve in this capacity)
- Inform the Superintendent of Schools or desigee
- Inform the building staff
- Attend to the needs of any siblings in the district
- Inform the PTA President in the building
- Contact local community agencies for assistance with counseling as individual circumstances demand

DAY TWO

- Share additional information with the staff
- Announce funeral arrangements as necessary
- Continue to provide counseling for students who need it

Students

Welfare

ADMINISTRATIVE REGULATIONS ON SUICIDE (continued) 5518AR

Intervention Procedures (continued)

DAY THREE

- Review past the two (2) days with the Crisis Team
- Crisis Team should continue to monitor students / staff

TWO WEEKS

- Refer the students or staff still under stress to school psychologist, social worker, guidance personnel, or outside counselor
- Arrange a meeting with the entire Crisis Team and administrator to review incident and evaluate response procedure

ANNIVERSARY DATE

- SAT should be aware that students may wish to recognize the date in some way
- Be aware that the date may visibly affect students

Student Death

In the case of a student death, a member of the crisis team shall**:** **5143/5518.3AR**

- Ensure the student's name is deleted from the school mailing list
- Make available to the family materials already paid by the student (school publications, photographs)
- Return to the family the student's personal effects from desk or locker
- Provide records to the family as requested
- Inform colleges or private schools to which the student may have applied

In-Service Component

All teachers will have training that will stress prevention, recognition, and intervention strategies. Building administrators will arrange for periodic reviews.

A planned, on-going systematic education component for students is found within the Health Curriculum (K-12).

8/27/04

Board of Education

Policy Guide

Students

WELLNESS 5519

PHILOSOPHY

The Fairfield Board of Education believes that all students who begin each day as healthy individuals have the potential to become better learners. The Board also believes that staff should model appropriate wellness behaviors for students. This policy encourages a comprehensive approach to staff and student wellness that is sensitive to individual and community needs.

NUTRITION EDUCATION

Nutrition education shall be offered as part of a planned, ongoing, systematic, sequential, standards-based, comprehensive school health education program designed to provide students with the knowledge and skills necessary to promote and protect their health. Nutrition education shall use national or state-developed standards, such as the Connecticut State Department of Education's Healthy and Balanced Living Curriculum Framework. The District shall develop and implement a comprehensive, developmentally appropriate, curriculum approach to nutrition in all grades. Students shall be able to demonstrate competency through application of knowledge, skill development and practice.

- Participation in the Health/Nutrition Education Program shall be required for all students in grades preK-5. The district will strive to meet the Connecticut State Department of Education recommendation that Pre-K thru grade 4 receive 50 hours a year of Comprehensive Health Education and grade 5 – 12 receives 80 hours.

- Health/Nutrition Education is required each year for all students in grades 6-8.

- High school students shall be required to take and pass Health Education each year for a total of 5 marking periods for graduation.

- School officials shall disseminate information to parents, students and staff members about community programs that offer nutrition assistance to families.

- School instructional staff members are encouraged to collaborate with agencies and groups (such as: local businesses, libraries, local health departments, local colleges and their students

and local health care providers) conducting nutrition education in the community to send consistent messages to students and their families.

Students

WELLNESS (continued) 5519

NUTRITION EDUCATION

- The District shall include appropriate training for teachers and other staff members.

- Instructional staff are encouraged to integrate nutritional themes into daily lessons when appropriate, to reinforce and support health messages Nutrition education is encouraged to be included in other classroom content areas such as math, science, physical education, language arts, social sciences, family and consumer sciences and elective subjects

- Healthy living skills is recommended to be taught as part of the regular instructional program and provides the opportunity for all students to understand and practice concepts and skills related to health promotion and disease prevention.

- The school District shall assess nutrition education lessons and materials for accuracy, completeness, balance and consistency with the state's/district's educational goals and curriculum standards.

SCHOOL MEALS/OTHER SCHOOL FOOD AND BEVERAGES

The Board supports nutrition programs and nutrition education as an integral part of a high-quality education. (Policy #3712)

The Board shall operate and maintain a school lunch program, which shall function in accordance with State and Federal program requirements. The program, insofar as possible, shall be self-supporting. The Manager of Food and Nutrition Services shall be responsible for the immediate operation and supervision of the school lunch program and shall report to the Director of Operations. (Policy #3710)

The Board of Education supports nutrition programs and nutrition education as an integral part of a high-quality education. The Board believes that all students who begin each day as healthy individuals have the potential to become better learners.

- The Board of Education will strive to establish a breakfast program at schools, as appropriate, and operate and maintain a school lunch program which shall function in accordance with State and Federal program requirements.
- Foods beyond the school meals (a la carte) that are offered for sale to students in the cafeteria shall comply with Federal guidelines and State statutes.
- It is recommended that when possible foods offered for sale to students in the cafeteria are lower in fat, sugar, sodium, calories and trans fat free.
- The preferred methods for on-site food preparation are baked, boiled and steamed. Foods are never fried.

Students

WELLNESS (continued) 5519

SCHOOL MEALS/OTHER SCHOOL FOOD AND BEVERAGES

- Efforts to increase participation in school meal programs may include the use of:
  - the District website
  - posting menus
  - newsletters/flyers
  - printed menus sent home
  - language translations
  - multiple meal selections
  - theme menus
  - specialty food bars
  - seasonal fresh fruits and vegetables
  - increase use of whole grain and low fat products
  - vegetarian items
- Students shall have a minimum of a twenty minute lunch period scheduled between 10am and 2pm.
- It is recommended that students wash or sanitize their hands before snack, lunch and after using the restroom.
- All staff and volunteers will not use food as a form of reward or punishment, except as part of a planned scientifically based intervention, e.g. ABA (Applied Behavioral Analysis) with administrative and parental approval.
- It is recommended that the Manager of Food and Nutrition Services have a Bachelor Degree in Nutrition, Food Management, Institutional Food Service Administration. Professional certifications such as those from the American Dietetic Association and School Nutrition Association are recommended.
- It is required that cafeteria managers or their designee hold certification in sanitation.
- The District shall provide the opportunity for foodservice staff to engage in professional development.

- The District shall provide a clean, pleasant meal environment to ensure an enjoyable dining experience.
- The District shall provide access to detailed information regarding the nutritional information of school meals and a la carte food.
- The District will strive to limit the use of questionable ingredients (e.g. trans fats, and artificial sweeteners) based on scientific evidence.
- Non cafeteria/competitive foods and beverages accessible to students throughout the school day including school stores will be sold in compliance with Federal guidelines, State statutes and District policy.
- The District will permit vending machines in the middle and high schools in accordance with Connecticut General Statutes.
- All beverages offered for sale will comply with Connecticut General Statutes 10-221q including portion sizes, sugar/calorie content, fat content, and caffeine content. Soda and sports drinks are not available for sale during the school day.

Students

WELLNESS (continued) 5519

SCHOOL MEALS/OTHER SCHOOL FOOD AND BEVERAGES

- The Board of Education will allow the sale of beverages not listed in Section 10-221q and will meet the restrictions outlined.
- Students are encouraged to access free drinking water provided from fountains located in all schools.
- The District will offer ½%, 1% and non-fat milk selections for sale in the cafeterias according to State guidelines.
- The District will strive to provide school groups with a list of suggestions for non-food fundraising and class parties, school celebrations and food from home for the whole class.
- It is recommended that foods available for purchase before, during and after school shall follow but not be limited to the Connecticut Healthy Snack List.

HEALTH EDUCATION AND LIFE SKILLS

Healthy living skills shall be taught as part of the regular instructional program and provides the opportunity for all students to understand and practice concepts and skills related to health promotion and disease prevention. Participation in the Health Education Program shall be required for all students in grades PK-12 according to the curriculum as established by the Board of Education.

PHYSICAL EDUCATION AND PHYSICAL ACTIVITY

A certified physical education specialist will teach physical education. Physical education shall be an essential element of each school's instructional program. The sequential program shall provide cognitive content and learning experiences in basic movement skills, physical fitness, games and sports skills. The physical education program shall foster physical, mental, emotional and social development in addition to promoting activities and sports that all students can enjoy and participate in for a lifetime of healthy physical activity. Students will be provided a variety of opportunities for enjoyment, challenge, self-expression, social interaction and learning how to work cooperatively in a group setting that will lead to a physically active lifestyle. The curriculum's alignment will be maintained with state and national standards and include performance assessments for each content area. Physical educators are encouraged to promote student participation in moderate to vigorous physical activity during physical education class time. The physical education program shall be designed to encourage healthy active lifestyles.

- Physical Education shall be required of all students in grades PreK-12. Currently, preschool students receive one class each week of 20 minutes, elementary students (K-5) receive two classes each week of 30 minutes, middle school students receive two classes each week of 40 minutes and high school students receive two classes each week of 45 minutes during a marking period.

Students

WELLNESS (continued) 5519

PHYSICAL EDUCATION AND PHYSICAL ACTIVITY

- The Board of Education encourages the district to strive to provide physical education instructional periods for a period of time up to 150 minutes per week for elementary schools and up to 225 minutes per week for middle and high schools as recommended by the National Association of Sport and Physical Education.

- Each school is encouraged to develop reasonable class size, provide a safe facility for students to participate in physical education and make available to all students safe and sufficient equipment to access the curriculum.

- The district shall provide the opportunity for physical education teachers to engage in professional development.

- The district will continue to implement the 3rd Generation Connecticut Physical Fitness Assessment to all 4th, 6th, 8th and 10th grade students.

PHYSICAL ACTIVITY

Recess should not be viewed as a reward but as a necessary educational support component for all children. Students should not be denied recess as a means of punishment or to be used as a measure to enforce completion of academic work. Appropriate alternative strategies should be developed as consequences for negative or undesirable behaviors.

- All teachers, including those that teach physical education, shall not prohibit participation in recess as a form of punishment unless the safety of the student and/or others is at risk.

- Elementary schools are encouraged to develop schedules that provide time to the extent possible, within every school day for students to enjoy supervised recess preferably outdoors.
- Students shall be encouraged to be physically active during recess to supplement the daily recommended activity time for children.

- It is recommended that elementary schools schedule recess before lunch.

- All staff, including certified and non-certified, including teachers and coaches, shall not order the performance of physical activity as a form of discipline or punishment.

- The classroom teachers shall not prohibit participation in physical education class as a form of punishment or as a measure to enforce the completion of academic work.

Students

WELLNESS (continued) **5519**

PHYSICAL ACTIVITY

Staff members are encouraged to integrate physical activity as part of the learning process.

- Middle and high schools are encouraged to provide intramural opportunities for all students

and encourage their participation. The high schools shall maintain opportunities for students through their interscholastic athletic program.

- When appropriate, the District shall work together with local public works and the police department to make it safer and easier for students to walk and bike to school.

- The district will maintain its relationship with the recreation department and other groups to continue to make available opportunities to students and the community for physical activity outside of the regular school day.

- The Board of Education values the health and well being of staff members and supports their efforts to maintain healthy lifestyles. Staff members are encouraged to serve as role models for a healthy lifestyle.

COMMUNICATION AND PROMOTION

A District-wide Wellness Coalition shall be established with the purposes of monitoring the implementation of the District's policy, evaluating policy progress, serving as a resource to school sites, developing and revising the policy as necessary and sharing positive strides being made to endorse a high level of wellness within buildings. The Coalition will meet regularly throughout the school year. Coalition membership shall consist of, but not limited to:

- District Food Service Coordinator
- Parent representatives
- Student representatives
- Staff member representatives
- Administrative Representative
- School Nurse
- Health Education Coordinator/Teacher
- Physical Education Coordinator/Teacher

COMMUNICATION AND PROMOTION

It is recommended that this team use the Centers for Disease Control and Prevention's Coordinated School Health Program model to work as a cohesive group when evaluating the District Wellness Policy.

- It is recommended that students receive positive, motivating messages, both verbal and nonverbal, about healthy eating and physical activity throughout the school environment. All school personnel are encouraged to help reinforce these positive messages.

- The District is encouraged to develop long-term effective partnerships in order to communicate and receive feedback on the planning and implementation of health promotion projects and events throughout the school district and community.

- In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, it is recommended that the building Principal provides:

1. Nutrition education materials and cafeteria menus are sent home with students.

2. Requests to parents to send healthy snacks/meals to school.

3. Families with invitations to attend exhibitions of student nutrition projects or health fairs.

4. Nutrition education workshops and offers screening services.

- Schools are encouraged to promote healthy food choices and encouraged to not allow advertising that promotes less nutritious food and beverage choices. The promotion of nutrient-dense foods, including fruits, vegetables, whole grains and low-fat dairy products, shall be encouraged.

The following procedure is recommended in order to evaluate the effectiveness of the Wellness Policy:

- The District-wide Wellness Coalition shall monitor the implementation of the Wellness Policy; evaluate progress in implementing policy; serve as a resource to school sites; and recommend revisions of the policy through the Superintendent or her designee.

- It is encouraged that the policy shall be annually reviewed to determine if it is meeting current needs and promoting healthy eating and physical activity.

- The district will strive to support the district-wide wellness policy through local education budget, public and private grants and local community contributions.

Students

WELLNESS (continued) 5519

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Wellness Committee

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Board of Education
Policy Guide

Students

Wellness

ADMINISTRATIVE REGULATIONS ON WELLNESS 5519AR

PHILOSOPHY

The Fairfield Board of Education believes that all students who begin each day as healthy individuals have the potential to become better learners. The Board also believes that staff should model appropriate wellness behaviors for students. In addition to comprehensive curricula in the areas of Health and Physical Education, this administrative regulation gives guidance to the administration in the implementation of the Wellness Policy.

PHYSICAL EDUCATION AND PHYSICAL ACTIVITY

To promote regular physical activity, it is recommended that:

- Activities should be fun, age-appropriate, challenging and safe.
- All teachers, including coaches and those who teach physical education, shall not order the performance of physical activity as a form of discipline.
- All teachers, including those who teach physical education, shall not prohibit participation in physical education class or recess or use the prohibition in these activities as a form of discipline unless the safety of students is in question.
- Elementary schools schedule recess before lunch.

HEALTHY AND SAFE ENVIRONMENT

To promote a healthy and safe environment, it is recommended that:

- Safety procedures and appropriate training for students and staff shall support personal safety and a violence and harassment free environment.

- Each work site, school and classroom shall work to create an environment where students, parent/guardians and staff are respected, valued and accepted with high expectations for personal behavior and accomplishments.

- All staff and volunteers will not use food as a form of reward or punishment, except as part of a planned scientifically based intervention, e.g., ABA (Applied Behavioral Analysis), with administrative and parental approval.

- All students wash their hands before snack, lunch and after using the bathroom.

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HEALTH SERVICES

The purpose of school health services is to facilitate and promote optimal learning for students through health strategies. School health services include the following goals:

- To promote prevention, early identification and remediation of health problems and needs of students.

- To assist students to assume responsibility for their own health and to develop healthful attitudes and practices.

- To provide first aid care for illnesses and injuries that occur at school.

- To provide care for chronic health conditions that require management during the school day. (School Health Manual, Volume II. Ex. Asthma section 10.1 – 10.2)

- To promote remediation of hazards, environmental health and safety, injury prevention and awareness.

- To maintain a liaison with the other Town agencies, community health care providers, programs, and related partners.

- To prevent and mitigate the spread of communicable diseases.

- To participate in preparedness efforts designed to meet the needs of students, staff, and families in the event of a crisis or disaster affecting the school and/or the community.

FAMILY, SCHOOL AND COMMUNITY PARTNERSHIP

To promote family and community partnerships, it is recommended that:

- Family, student and community partners shall be included on an ongoing basis in school and district wellness planning processes.

- Community partnerships shall be developed and maintained as a resource for school and district programs, projects, activities and events.

- Schools and the district shall actively develop and support the engagement of students, families and staff in community health enhancing activities and events at the school or throughout the community.

Board of Education
Policy Guide

STAFF WELLNESS

To promote staff wellness, it is recommended that:

- Employees shall be encouraged to engage in daily physical activity.

MEASUREMENT AND EVALUATION

- Use of the School Health Index will be used annually to evaluate, monitor and review policy.

2/7/2007

Students
Welfare

ACCIDENTS **5520**

All accidents shall be reported to the Superintendent or designee on a prepared form giving details of the accident.

Approved 8/27/04

Students

Welfare

INSURANCE **5530**

The following types of insurance shall be maintained:

Liability Insurance

The Town shall provide Town liability, accident, and bus insurance.

Athletic Insurance

All students participating in school-sponsored interscholastic athletic activities shall be covered by a special insurance rider, which provides for excess coverage. Benefits payable or service provided under any other insurance coverage or prepaid service should be utilized first. The cost of this excess coverage shall be the responsibility of the Town.

Voluntary Student Accident Insurance

The school system may make available voluntary student accident insurance. Participants in sports programs will be encouraged to take the basic student accident insurance policy that is offered to all

students.

Approved 8/27/04

Students

Welfare

RESEARCH INVOLVING STUDENTS 5535

All requests for the services of student volunteers in research projects, special studies, and surveys not part of the regular educational program require approval from the parents or guardians, the Superintendent of Schools or designee, and the Board of Education.

Staff members shall submit their request through regular administrative channels.

Approved 8/27/04

Students

Welfare

CIVIL AND LEGAL RIGHTS AND RESPONSIBILITIES 5540

DIRECTORY INFORMATION 5541

“Directory Information” in the Fairfield Public Schools is defined as the following:

- student’s name;
- address; and
- telephone number.

Military recruiters or institutions of higher learning shall have access to secondary school students’ names, addresses, and telephone listings unless the parent or guardian of the student or the student himself (if he has reached the age of maturity) requests that such information not be released without prior written consent. The Superintendent or designee shall annually notify the parent or guardian of

the option to make such a request and shall comply with any request received.

Legal Reference: Connecticut General Statutes:
1-210 (11) Access to public records. Exempt records.
10-221b Boards of education to establish written uniform policy re treatment of recruiters
PL 106-398, 2000 H.R. 4205: The National Defense Authorization Act for Fiscal Year 2001
PL 107-110 "No Child Left Behind Act" Title IX, Sec. 9528

CREF 1410

Approved 8/27/04

Students

Welfare

Civil and Legal Rights and Responsibilities

ADMINISTRATIVE REGULATIONS ON DIRECTORY INFORMATION 5541AR

If the parent or guardian of the student or the student himself (if he has reached the age of maturity) wishes to file a student information release notice, they should call the high school the student attends and request the *Notification of Intent to Release Student Information to Military Recruiters Without Prior Consent Form,* complete the form, and return it to the Headmaster at the student's school.

Directory information will not be released for commercial, religious, or political purposes. Schools or PTAs shall not develop school or PTA telephone directories without obtaining written parental or custodial approval.

8/27/04

Students

Welfare

Civil and Legal Rights and Responsibilities

ON-CAMPUS RECRUITMENT 5542

Subject to the provisions of Subdivision (11) of Subsection (b) of Section 19 of the Connecticut General Statutes, the high schools of the school district shall provide the same directory information and on-campus recruiting opportunities to representatives of the armed forces of the United States of America and State Armed Services as are offered to nonmilitary recruiters, recruiters for commercial concerns, and recruiters representing institutions of higher education.

The Board shall also provide full access for the recruitment of students by regional vocational technical schools, regional vocational agricultural centers, inter-district magnet schools, trade schools, charter schools, and inter-district student attendance programs.

Legal Reference: Connecticut General Statutes
1-19(b)(11) Access to public records. Exempt records
10-221b Boards of education to establish written uniform policy re treatment of recruiters (as amended by PA 98-252)

Approved 8/27/04

Students

Welfare

Civil and Legal Rights and Responsibilities

PUBLISHING OF STUDENT IMAGES / NAMES 5543

The school system routinely makes use of videotaping and digital and traditional photography for educational purposes. Examples include, but are not limited to, the videotaping of concerts, assemblies, and sporting events. Student images **without** names may be displayed in a variety of ways including, but not limited to, bulletin boards, publications, and the school or district web site. A parent or guardian who does not want their child videotaped or photographed and the image displayed as described above is asked to contact the school principal. Procedures for notifying the parents or guardians of this policy can be found in the Administrative Regulations.

In certain circumstances, it may be desirable to display a student's image in a publication or on the

school or district web site with his name, such as when an award is given. **Publishing a student's image with his name requires express written permission from the parent or guardian**.

The provision of seeking prior permission does not apply to school yearbooks, school newspapers, or images published by the working press. If a parent or guardian has a concern about the publication of a student's image in these settings, that concern should be brought to the school principal.

Approved 8/27/04

Students

Welfare

Civil and Legal Rights and Responsibilities

ADMINISTRATIVE REGULATIONS ON
PUBLISHING OF STUDENT IMAGES / NAMES 5543AR

Publishing Student Images

- Schools will *print a general written announcement* at the beginning of the year in a communication to all parents or guardians (such as a newsletter) announcing:

  a. the routine videotaping or photographing of school concerts, assemblies, etc;
  b. these images are routinely displayed or shown in a variety of settings including, but not limited to, meetings, publications, and the school's web site; and
  c. student names are not connected with their images.

  Parents or guardians who do not want their child videotaped or photographed and those images displayed in the circumstances described are asked to contact the school principal.

- If videotaping, audio taping, or photography is planned for a more specific school setting (e.g., a classroom), a written announcement of the planned activity incorporating *both that activity and any potential future activities of a similar nature* will be sent to the parent or guardian. For example, a letter could state the following:

  During the week of October ____, _____, the students and I will be videotaping their presentations of essential questions they have developed and research they have conducted on life in the rain forest. Students will use these videos to conduct a self-evaluation of

their performance.

This is the first time this year I will be using videotape, audiotape, or photography in my class. However, from the date of this activity forward I will be utilizing these media in a variety of instructional activities within this class during the remainder of the year. The images are routinely displayed in a variety of settings including, but not limited to, meetings, publications, and the school's web site. Student names are not connected with their images. *If you do not permit your child to have his or her image recorded and displayed please let me know, in writing, and I will honor your wishes during this project and for the remainder of the year*.

I look forward to the beneficial use of videotape in evaluating our upcoming presentations and hope you will let your child participate.

Students

Welfare

Civil and Legal Rights and Responsibilities

ADMINISTRATIVE REGULATIONS ON
PUBLISHING OF STUDENT IMAGES / NAMES (continued) 5543AR

Publishing Student Images (continued)

- In certain circumstances, it may be desirable to display a student's image in a publication or on the school's web site with his name, such as when an award is given. Publishing a student's image with his name requires **express written permission** from the parent or guardian.
- This provision of seeking prior permission does not apply to school yearbooks, school newspapers, or images published by the working press. However, if a parent or guardian has a concern about the publication of a student's image in those settings, that concern should be brought to the school principal.

Publishing Student Names

Recognizing a student's accomplishments through appropriate publicity shares the good news of a student's achievement and can build or reinforce his positive self-image. This publicity often takes the form of publishing student names on building bulletin boards, in newsletters, and increasingly, on classroom and school web pages.

The following guidelines cover the most common circumstances under which students' names may be published:

- Full names may be printed or posted alone or in lists for performances, memberships, awards, accomplishments, and other similar circumstances as long as there is no correlation with an accompanying student picture without prior permission.
- When original student work is printed or posted without an accompanying student picture, a student's first name and, if necessary for clarification, grade designation may be cited (e.g. Kathy, grade 7A, John, grade 4E) with prior notification (school general written announcement).
- If it is deemed desirable to display a student's image, his name may not be associated with that picture without **express written permission** from the parent or guardian.

8/27/04

Students

Welfare

Civil and Legal Rights and Responsibilities

SEXUAL HARASSMENT 5544

The Fairfield Board of Education is committed to safeguarding the right of all students within the school district to a school environment that is free from all forms of sexual harassment including molestation and unwelcome fraternization. Therefore, the Board condemns all unwelcome behavior of a sexual nature that is either designed to extort sexual favors from a student that has the purpose or effect of creating an intimidating, hostile, or offensive school environment. The Board also strongly opposes any retaliatory behavior against complainants or any witnesses.

Any student who believes that he or she has been subjected to sexual harassment should report the alleged misconduct immediately as specified in the student handbook so that appropriate corrective action may be taken at once. In the absence of a victim's complaint, the Board, upon learning of, or having reason to suspect, the occurrence of any sexual misconduct, will ensure that an investigation is promptly commenced by appropriate individuals.

No employee shall engage in any such conduct or condone such conduct by students. Furthermore, retaliation against an employee or student making a complaint is also prohibited.

Violations of this policy will result in disciplinary action.

Complaints should be referred to the Title IX Coordinator at the site of the occurrence:

- either high school, the Administrator for Pupil Services and Guidance
- any middle school, the Assistant Principal
- any elementary school, the Principal

A complaint may also be filed with the district Title IX Coordinator, P. O. Box 320189, Fairfield, Connecticut 06825 or 255-8462.

Investigations of the alleged violations shall commence immediately and a report rendered to the Superintendent or designee within forty (40) days. Those involved with a sexual harassment investigation are expected to protect the confidentiality of all individuals and information related to the case. Investigations will be documented with a written, factual report, regardless of the investigation's outcome. Findings of an investigation may be appealed to the Board of Education.

Students

Welfare

Civil and Legal Rights and Responsibilities

SEXUAL HARASSMENT (continued) 5544

Legal Reference: Civil Rights Act of 1964, Title VII, 42 USC §2000-e2(a)
Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/88
Meritor Savings Bank, FSB v. Vinson 477 US.57 (1986)
29 CFR Para. 1604.11 (EEOC)
Faragher v. City of Boca Raton, No. 97-282 (US Supreme Court, June 26, 1998)
Burlington Industries, Inc. v. Ellerth, No. 97-569 (US Supreme Court, June 26, 1998)
Gebbser v. Lago Vista Indiana School District, No. 99-1866 (US Supreme Court, June 26, 1998)
Connecticut General Statutes 46a-60 Discriminatory employment practices prohibited

Approved 8/27/04

Students

Welfare

Civil and Legal Rights and Responsibilities

TITLE IX **5545**

NOTICE IS HEREBY GIVEN to all persons that Fairfield Public Schools, in accordance with Federal Regulations set forth in the Federal Register, Vol. 40, No. 108, June 4, 1975, does not discriminate on the basis of sex in any education program or activity which it provides, promotes, or promulgates. This non-discrimination policy extends to employment and admission procedures. The Title IX Coordinator for the Fairfield Public Schools is the Assistant Superintendent of Human Resources and Leadership Development, P. O. Box 320189, Fairfield, Connecticut 06825 or 255-8369.

Questions regarding programs or activities may be directed to the Superintendent of Schools or designee. Questions relating to the employment practices and procedures may be directed to the Assistant Superintendent of Human Resources and Leadership Development.

Resolution of specific problems and interests for staff relating to Title IX will follow the established grievance procedures as set forth in the appropriate Collective Bargaining Agreements with the Board of Education.

Resolution of specific problems and interests for students relating to Title IX will follow procedures as follows:

1. First, discuss the problem or interest with the classroom teacher, or if it is a building-wide problem, with the building principal.

   If it is a system-wide problem or you cannot get any satisfaction from the building principal or classroom teacher, contact the Superintendent of Schools or designee.

2. If the problem is not resolved to your satisfaction by someone from the Superintendent's Office, then either write a letter to the Secretary of the Board of Education at P. O. Box 320189, Fairfield, Connecticut 06825, or come to a regularly scheduled meeting of the Board of Education and speak to the matter under the agenda item "Hearing of Citizens."

3. If the matter is not resolved to your satisfaction by the Board of Education, you also have recourse to the State Commissioner of Education in Hartford.

Students

Welfare

Civil and Legal Rights and Responsibilities

TITLE IX (continued) 5545

In accordance with Section 86.6(b) of the Title IX Regulations, students or employees may report any grievances directly to the Director of the Regional Office for Civil Rights, U.S. Department of Health and Human Services, Government Center, J. F. Kennedy Federal Building - Room 1875, Boston, Massachusetts 02203.

It is the intention of the Fairfield Public Schools to accommodate the learning needs of all students irrespective of the sex of the student.

CREF 4210

Approved 8/27/04

Students

Welfare

Civil and Legal Rights and Responsibilities

EQUAL EDUCATION OPPORTUNITY

5546

Section 504 is a Civil Rights Statute that prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. The Statute defines a person with a disability as anyone who:

- has a mental or physical impairment that substantially limits one (1) or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working);
- has a record of such impairment; or
- is regarded as having such impairment.

In order to fulfill its obligation under Section 504, the Fairfield Public School District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices in the school system.

The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he has a right to a hearing with an impartial hearing officer.

If there are questions, please feel free to contact the school system's special education staff at 255-8379.

Approved 8/27/04

Students

Welfare

EQUIVALENCE OF RESOURCES AMONG THE SCHOOLS

5550

It is the policy of the Fairfield Board of Education to ensure equivalence among schools in teachers, administrators, and other staff, and in the provision of curriculum materials and instructional supplies.

CREF 0120 and 6213
Approved 8/27/04

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[1] Public Act 03-211 defines these persons to include nurses, nurse practitioners, medical advisors, school psychologists, social workers, and other personnel responsible for communicating with parents about a child's needs for a medical evaluation.

Students

Welfare

ADMINISTRATION OF MEDICATION IN THE SCHOOLS 5514

In compliance with the Connecticut General Statutes, administration of medications by school personnel will be permitted to meet the health needs of individual students with chronic or short term health problems.

Medications will be administered pursuant to the written order of an authorized prescriber and the written consent of the parent or guardian.

Medications in the schools will be administered by a licensed nurse (RN or LPN), or in the absence of a nurse, by principals and teachers who have been properly trained.

Legal Reference: Connecticut General Statutes
10-212a Administration of medications in schools, (as amended by PA 99-2, An Act Concerning Public Health Expenditures)
52-557b Immunity from liability for emergency medical assistance, first aid, or medication by injection. School personnel not required to administer or render
20-12d Medical functions performed by physician assistants. Prescription authority
20-94a Licensure as advanced practice registered nurse

[*] An "identified allergic student" is one for whom the school nurse has a written plan for allergy avoidance and a written emergency plan to be followed in the event an allergic student ingests or believes he has ingested an offending food. The school nurse will require documentation of the food allergy by the student's health provider as specified in the School Nurse's Role in Management and Emergency Planning.